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ABSTRACT

This seminar, sponsored by the Oregon Council for Continued Professional Development and the Oregon Department of Education, brought together 60 educational leaders from all sectors and from all regions of Oregon to discuss staff development issues. Fostering collaborartion between elementary/secondary and postsecondary institutions was a central theme. The proceedings are divided into four parts corresponding to the four study areas of the seminar: (1) guiding principles and assumptions regarding staff development, (2) school-based staff development, (3) a state-wide support system, and (4) a plan of action for implementing collaborative staff development support systems. Each part begins with a summary of the background readings and the presentation made at the seminar. This is followed by a summary of the participants' reactions to the statements about staff development. Each summary statement has three parts: the reaction statement, a tally of the "agree-disagee" ratings of the participants, and a summary of their written reactions and comments. An epilogue summarizes areas of agreement and includes reactions by the editors. (TE)

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EA 017 337

PERSPECTIVES ON STAFF DEVELOPMENT:

IMPLICATIONS FOR OREGON'S COLLABORATIVE

APPROACH TO SCHOOL IMPROVEMENT

PROCEEDINGS OF A SEMINAR

Sponsored by

The Oregon Council for Continued Professional Development
and
The Oregon Department of Education

April 1984

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INTRODUCTION

THE STAFF DEVELOPMENT PROJECT

The Seminar on Staff Development was the first of a series of activities to be carried out with the support of funds provided by the Andrew Mellon Foundation through a competitive grant program administered by the Council of Chief State School Officers.

The purpose of the grant is to foster and facilitate collaborative efforts between elementary/secondary and postsecondary education. Oregon proposed to meet this purpose in the area of staff development and outlined these major project goals:

- To reach substantive agreement on the elements of a statewide support system for local school district staff development programs.
- To ensure that all geographic areas of the state are involved in initiating the support system.
- To identify the role of postsecondary education in each of the elements of the support system.
- To establish the necessary agreements, commitments, and procedures to ensure continuing collaboration.

Continuing Professional Development (CPD) was selected as the area in which to promote collaboration for three reasons:

- Staff development is a necessary condition for school improvement.
- CPD is an area of common concern in school districts and postsecondary education.
- A foundation for meeting the purposes of the project had been established in Oregon.

A brief history of the collaborative work done in Oregon is outlined on pages 25-26.

THE STAFF DEVELOPMENT SEMINAR

Purpose

The seminar brought together sixty people, active and interested in staff development. There were eighteen participants from postsecondary education, twenty-six from school districts and education service districts, eight from the Department of Education, and eight from commissions, professional organizations, and other agencies.

Included among the participants were school administrators, university instructors, staff development and curriculum specialists, teachers, researchers, and deans of schools and colleges of education.

All regions of the state were represented. Many were invited who were known to be interested in initiating regional staff development support efforts. All public institutions of higher education had representation as did one community college and two private colleges.

A complete list of participants is included in Appendix A.

These educational leaders were brought together in a seminar setting to review and react to a series of statements about staff development. These statements were grouped into four study areas:

- Guiding principles and assumptions regarding staff development;
- A design for a school based approach to staff development that is anchored to school improvement;
- The elements of a statewide support system for school based staff development; and
- A plan of action for implementing collaborative staff development support systems.

Fostering collaboration between elementary/secondary and postsecondary institutions was a theme central to each of these study areas.

A further purpose of the seminar was to increase awareness among the participants of the range of staff development activities in the state and to encourage them to organize and conduct activities designed to initiate regional staff development support systems.

Design

Dr. Richard Schmuck of the Center for Educational Policy and Management at the University of Oregon and Dr. Joe Pascarelli of the Northwest Regional Education Laboratory assisted in the design of the seminar. An important design decision was to gather individual reactions to the statements about staff development rather than to attempt to reach group agreements.

Prior to the seminar, participants were sent readings related to the four study areas. Four seminar participants gave brief presentations summarizing the readings. Participants met in group meetings to discuss and clarify the issues presented to them.

They were then given about an hour to write their reactions to each set of statements for each of the four study areas. The form on which they wrote their reactions presented a statement, e.g., The building principal is critical to school improvement efforts and must participate in all staff development programs. Each participant was asked to:

- Give a reaction to the statement (from strongly agree to strongly disagree).
- State the implications of the statement for role groups, institutions, and collaborative working relationships.
- List what should be considered if the policy or practice called for in the statement were to be implemented.

A copy of a reaction form, which also includes the instructions given to participants, is in Appendix C.

THE SEMINAR PROCEEDINGS

Purpose

These Proceedings are intended to serve several purposes:

- Provide information to the Oregon Council for Continued Professional Development (the CPD Council), and the Department of Education regarding ways to proceed in developing and implementing CPD support systems.
- Inform those planning to initiate and implement regional support systems of the major issues to be considered.
- Stimulate further thought and discussion about ways to facilitate collaboration between elementary/secondary and postsecondary institutions.

Format

The organization of the Proceedings parallels the design of the seminar. There are four parts that correspond to the four study areas: guiding principles and assumptions, school based staff development, a statewide support system and a plan for action. Each part begins with a summary of the background readings and the presentation made at the seminar. This is followed by a summary of the participants' reactions to the statements about staff development. Each of these summary sections has three parts: the reaction statement, a tally of the "agree-disagree" ratings of the participants and a summary of their written reactions and comments.

An epilogue summarizes areas of agreements and includes reactions by the editors.

Procedure Used to Summarize the Participants' Reactions

To organize the information from the 1100 reaction pages, we first read through all the reactions to a statement and then agreed on major categories or themes that could be used to organize them. A judgment was then made as to the category within which to place each reaction. A tally was kept of similar reactions. This made it possible for the editors to report areas of agreement and common concern. Reactions that could not be placed within one of the categories was listed in an "other" category.

The next step was to prepare summaries from the compilation of individual reactions and from the notes prepared by leaders of the discussion groups. One of the editors would draft the summary; the other would then compare the draft to the compilation of reactions to make sure that no reaction had been overlooked. Because the reactions were so substantive and reflected a wide range of experience and insight, we felt a real responsibility to capture faithfully all that was said.

To ensure that no comment was lost in the process of editing, each participant was sent a draft of the summary and asked to submit additional reactions if they felt that important points had been missed.

PART I

GUIDING PRINCIPLES AND ASSUMPTIONS

Background Information
- Principles of Effective Staff Development
- Highlights from Research on Staff Development for Effective Teaching
- Findings from Research on Coaching of Teaching
- Remarks by Dr. Beverly Showers

Reactions of Seminar Participants

GUIDING PRINCIPLES AND ASSUMPTIONS

In this section, the seminar readings and the presentation by Dr. Beverly Showers of the University of Oregon are summarized to give the reader information similar to that shared with the seminar participants.

Although the first two articles contain similar information, both are included because, together, they present a detailed list of guiding principles for effective staff development.

The third article by Joyce and Showers is included because their research suggests that an additional training component which they have labeled "coaching" is necessary to assist teachers implement and use new skills.

The sources of the readings are listed in Appendix E.

The summaries are followed by a digest of the remarks Dr. Showers made at the seminar.

Principles of Effective Staff Development(1)

The following principles were drawn from an extensive literature review conducted by Meredith Gall. His article pointed out that these staff development practices contributed to increased elementary school effectiveness, particularly in the basic skills, but in his view, they are generally applicable to all levels of schooling. The listing does not imply judgments about priority or sequence. All of the tasks must receive attention if a staff development program is to be successfully installed in a school system.

Organizational Context

- Focus the program on school improvement rather than on personal professional development.
- Group teachers with similar work situations so they can learn from each other.
- Involve school principals in supporting the teachers' improvement.
- Buffer teachers from other distracting activities during training and implementation.

Governance Structure

- Involve teachers in planning the staff development program.
- Require participation by all teachers responsible for achieving the program's goals.
- Provide incentives such as release time and paid expenses.

Content of Staff Development

- Focus staff development on methods for increasing time for academic instruction, student on-task behavior, and monitoring of student performance.
- Select a research-validated staff development program.

Delivery System

- Provide training through handbooks, group discussion, personal feedback based on classroom observation, and demonstrations directly relevant to the teachers' classroom situations.
- Hold meetings to handle teachers' concerns and to build consensus.
- Follow up on initial training.
- Gradually phase complex skills into the teachers' repertoires.
- When appropriate, use the teachers' classrooms as training sites.
- Use a trainer who is accepted by the teachers.
- Schedule meetings at times that do not interfere with teachers' other obligations.

Selection and Evaluation

- Specify clear objectives for teacher improvement.
- Assess teachers' implementation of new methods.
- Assess program outcomes through content-valid tests of student achievement.

The second compilation of research findings, by Georgea Sparks, listed the following summary.

Highlights From Research on Staff Development for Effective Teaching(2)

Studies comparing various models or processes of staff development are rare. While it is not possible to state conclusively that one inservice design is superior to another, we can put together the many pieces of research reviewed here to make some general recommendations about staff development programs for more effective teaching.

- Select content that has been verified by research to improve student achievement.
- Create a context of acceptance by involving teachers in decision making and providing both logistical and psychological administrative support.

- Conduct training sessions (more than one) two or three weeks apart.
- Include presentation, demonstration, practice, and feedback as workshop activities.
- During training sessions, provide opportunities for small-group discussions of the application of new practices and sharing of ideas and concerns about effective instruction.
- Between workshops, encourage teachers to visit each others' classrooms, preferably with a simple, objective, student-centered observation instrument. Provide opportunities for discussions of the observation.
- Develop in teachers a philosophical acceptance of the new practices by presenting research and a rationale for the effectiveness of the techniques. Allow teachers to express doubts about or objections to the recommended methods in the small group. Let the other teachers convince the resisting teacher of the usefulness of the practices through "testimonies" of their use and effectiveness.
- Lower teachers' perception of the cost of adopting a new practice through detailed discussions of the "nuts and bolts" of using the technique and teacher sharing of experiences with the technique.
- Help teachers grow in their self-confidence and competence through encouraging them to try only one or two new practices after each workshop. Diagnosis of teacher strengths and weaknesses can help the trainer suggest changes that are likely to be successful--and, thus, reinforce future efforts to change.
- For teaching practices that require very complex thinking skills, plan to take more time, provide more practice, and consider activities that develop conceptual flexibility.

The third article by Bruce Joyce and Beverly Showers discusses the use of coaching to help teachers implement and use newly learned skills.

Findings from Research on Coaching of Teaching(3)

The development of a teaching skill by itself does not ensure transfer; relatively few teachers, having obtained skill in a new approach, will then be able to transfer that skill into active use unless they receive additional information.

The problem of transfer is really a definition of a new stage of learning. Once a teaching skill has been learned, it needs to be transformed to fit classroom conditions. This requires a period of practice of the skill in the classroom.

Teachers need to understand that they cannot simply walk away from a training session and have no difficulty thereafter. Even experienced and capable teachers should know that they will need to gear themselves up for a second stage of learning that will come after the skill has been developed.

This awareness of the need for further training, along with the development of the highest skill level possible, and an understanding of why a certain technique works, what it is good for, what its major elements are, and how to adopt it to varying content and students, are essential to successful transfer. They set the stage for coaching, a training component that appears to be an aid in assisting the transfer of skill into practice.

Coaching provides five functions: companionship, technical feedback, analysis of applications, adaptation to students, and personal facilitation. Companionship provides interchange about the difficult and awkward process of transfer and helps overcome the tendency to avoid practice. Technical feedback helps keep a teacher's mind on the business of perfecting skills, polishing them and working through problem areas. The analysis of application and adaption to students provides assistance in deciding the right place in the curriculum to use the new strategy and how best to adapt it to a particular group of students. The last function of coaching is to help reduce the isolation of the teacher implementing a new practice and to provide support.

Who should coach? Probably coaching is best done by teams of teachers working together to study new approaches to teaching. But there is no reason why administrators, curriculum supervisors, or college professors cannot also be effective coaches.

Remarks by Dr. Showers

In her presentation to the seminar participants, Dr. Showers stressed three principles that are important to consider.

1. Training has to meet expectations. If the goal is to increase awareness or knowledge, then current staff development practices are suitable. If a change in behavior is the goal, then a radically different approach is needed. Transfer is different than awareness or skill development.

2. Effectiveness of training is greatly increased when it matches school-wide goals. The smorgasbord approach is good for building the knowledge and skills of active, growing people, but it may not match the needs of meeting school-wide goals. When a faculty is engaged in the follow-up activities associated with coaching, an impact is made on the schools' norms of collegiality. The observation of each other's work helps teachers move out of the private, isolated circumstance in which they normally work; isolation norms become impacted for the good.

3. Training designs affect the transfer of training. Those working in isolation are inclined to give up practice when it is awkward or perhaps initially less effective than previous techniques. Coaching provides the incentive and support for people to continue to practice and implement new behaviors.

   It's also common to continually make adaptations to new practice until all that's left is a new name for old strategies. Coaching provides the technical feedback that points out when the new practice is not being carried out.

Reactions of Seminar Participants

Eight statements regarding guiding principles and assumptions that support effective staff development practices were given to each participant for review and reaction. The following pages summarize their responses. Each section first lists the statement and a tally of the extent to which participants agreed or disagreed with the statement. This is followed by a summary of their written reactions. A sample of the reaction form used by the participants is in Appendix C.

The same reporting format is used for each of the four study areas: Guiding Principles and Assumptions; School Based Staff Development; A Statewide Support System; and A Plan for Action.

REACTIONS OF SEMINAR PARTICIPANTS

PRINCIPLES/ASSUMPTIONS

SCHOOL AS WORKPLACE

Tally of Reactions	
Strongly Agree	22
Agree	15
No Strong Feeling	2
Disagree	0
Strongly Disagree	0
No Response	4

1. Staff Development Must Focus on the School as the Workplace

Staff development programs must recognize, respect and address the practical nature of teaching and the places where such work occurs.

The school setting has critical consequences for the work of teaching. It is necessary to address the entire school as a unit of educational concern as well as the individual teacher.

Close ties must be developed between school professionals and teacher educators.

Summary of Reactions

There was general agreement with designating the school as the focus of staff development. Participants expanded on this notion and many expressed concerns, drew implications, and identified points to consider.

It was pointed out that school climate is an important factor in school improvement efforts; therefore, the needs and characteristics of individual schools must be considered. Staff development programs must consider issues like school climate, organizational development, an understanding of the school as a social system, and school effectiveness research. The collective action required by a focus on the school is not only likely to be more productive than individual action, but will also foster group agreements and institutional norms that influence school effectiveness.

Since the district and the school board are accountable to the public, the tendency toward the "Balkanization" of a school district, which could result from focusing exclusively on the schools, must be avoided. It is also possible that some school based values, e.g., "don't rock the boat," could militate against change. It is important, then, for districts and schools to be very clear about expected outcomes, and to ensure that district and school goals are not in conflict.

On the other hand, school boards and districts need to consider the unique characteristics of each building; accept the need for different approaches toward the same goal; and keep in mind that it's easier to change individuals than institutions.

The focus on the school will require special competencies and commitments on the part of building principals. They will need to have group process and change strategy skills. The development of trust relationships is important.

It is also likely that there could be increased tension with unions as collective training is proposed. They should, no doubt, be involved in any collaborative effort.

It was suggested that staff development must be thought of as a continuum, beginning with preservice. This implies an increased and dynamic relationship between schools and schools of education. Much more will be said about this in other parts of the report. There was one suggestion that the Joint Board's Committee for Teacher Education should mandate this collaboration.

Concern was expressed about the time needed for staff development and the need for incentives and rewards, although some suggested that staff development should be seen as a professional responsibility and that a commitment to staff development might be a criterion for selection of staff and a condition of employment.

Small schools may be hard pressed to establish and maintain an ongoing staff development program. Consortia efforts show promise as a solution.

There was also concern expressed as to what could happen to individuals if an "all of us or none of us" mentality develops. There needs to be a reasonable match between district/school and individual goals.

Lastly, it was suggested that perhaps we should speak of schools as staff development centers rather than the school as the workplace.

PRINCIPLES/ASSUMPTIONS

TEACHER REPRESENTATION

Tally of Reactions	
Strongly Agree	18
Agree	15
No Strong Feeling	5
Disagree	0
Strongly Disagree	0
No Response	5

2. Teachers Should be Represented in Planning and Implementing School District Activities.

Governance procedures are needed that reflect the legitimate claims of interested parties to have a voice in making decisions about staff development. This is a complicated challenge, requiring creative ideas as well as tough negotiations and compromise among the various interested parties.

Summary of Reactions

The majority of the comments focused on issues that could be categorized under the heading: levels of influence--who decides what. There was general agreement that teachers should be involved, but several people cautioned against a token of involvement of teachers. There was concern about who would be representing the teachers. The most often mentioned points relating to teacher representation were (1) the role of the union and the importance of determining this role, early-on, and (2) the area of collective bargaining.

Several people suggested that decisions about staff development and the subsequent management of CPD should be the professional responsibility of all staff. Most who commented along these lines felt that governance procedures might not be needed. Rather there should be cooperative planning and decision making conducted in a nonthreatening climate. This would call for school boards and central administration to give up some of their "paternal instincts," and would require truly professional staff who clearly understand the needs of students.

One person warned that care needs to be taken that there isn't a switch from a top-heavy to a completely bottom-up approach.

The concluding observation was that none of this matters very much unless there are more powerful staff development practices. The real issue is quality, not who plans it. People will buy in if it's good.

PRINCIPLES/ASSUMPTIONS

STAFF DEVELOPMENT AND THE BUILDING PRINCIPAL

Tally of Reactions	
Strongly Agree	28
Agree	6
No Strong Feeling	0
Disagree	0
Strongly Disagree	1
No Response	8

3. The Building Principal is Critical to School Improvement Efforts and Must Participate in and Support Staff Development Programs.

Effective principals are exceptionally clear about the priority they hold for encouraging student achievement, and they are willing to persist in the face of considerable frustration over long periods of time to promote this priority.

Critical issues of instructional policy arise in staff development programs. Such issues as expectations for student work, enforcement of academic requirements, ability grouping and voluntary participation in staff development cannot be resolved by teachers and staff developers acting alone. Such issues are a matter of policy and require the involvement of administrators.

Further, the principal provides leadership by:

- announcing expectations for collegial and experimental work
- supporting collegial and experimental work
- sanctioning teachers' efforts
- protecting new efforts against internal and external strain.

Summary of Reactions

The agreement shown in the tally about the role of the building principal in school improvement and staff development takes on a somewhat different flavor when the comments are considered.

There was considerable comment about issues of time and training for principals. It seems unlikely that there will (can be) a significant decrease in the other duties of principals. Yet it was recognized that there needs to be strong institutional norms about staff development established and that leaders play an important role here; however, if success is linked only to the building principal, the system is vulnerable.

One way to resolve this issue might be to broaden the concept of who provides the leadership and to promote leadership by others. This could include other administrators, master teachers, or those who have exhibited a status leadership role.

It should be recognized that not all principals are capable of strong instructional leadership. In fact, most principals will require training to assume this role. This will probably require changes in training and certification requirements. As well, principals could profit from a collegial network. The Kettering model is one example.

It was suggested that extensive research on the role of the principal and the nature of the job is needed.

Several wondered whether or not the principal's role in teacher evaluation might not conflict with his/her role as an instructional planner and leader.

A last category of comments warned against attempts to impose a system of staff development that might be difficult to implement.

PRINCIPLES/ASSUMPTIONS

TIME AND RESOURCES

Tally of Reactions	
Strongly Agree	23
Agree	7
No Strong Feeling	1
Disagree	1
Strongly Disagree	0
No Response	11

4. Adequate Time and Resources Must be Provided for Staff Development.

Time for professional development must be made available for teachers and must be implicit in the job description of all educators.

In order for the necessary time and funds to become available, it will be necessary to inform the public about the role of staff development in the education of their children. Some means needs to be found to permit a continuing dialogue among school personnel, teacher educators and citizens of the state about the continued professional development needs of school personnel, and how best to be responsive to these needs.

Summary of Reactions

Two major points were made by the participants:

- Training needs to occur during quality time, and
- School boards, the public, and, in some cases, teachers need to be convinced that staff development is important and needed.

The reactions to the issue of time for staff development can best be summarized by the statement, "quality time is needed for a quality program". Several of the commonly used procedures to gain this time were mentioned:

- Use of substitutes and aides,
- Reduced schedules,
- A longer teacher school year, and
- Education sabbaticals.

It was mentioned that release time is in conflict with the drive for "more time on task," and that it should not impinge on teacher planning/preparation time.

Participants pointed out that improved staff development programs would require increased funding and that those who provide the funds need to be convinced of the need. Suggestions about this ranged from involving school board members in training programs to staff development as a mandate by the state. Several mentioned, as they did elsewhere in the report, that staff development linked to program improvement and student achievement would likely get the best support.

Several felt that elected officials need to support staff development and that interested community members, teamed with school people, need to initiate a selling job.

It was suggested that it might be necessary to increase state and federal financial support on a sustained basis.

Others felt that if CPD became linked to continuing certification and career ladders, some of the issues of time and dollars would be resolved. Here, as elsewhere, it was mentioned that the cost of staff development is probably a shared responsibility of all parties.

The concept of clustering--networking--was put forth as one way to get help with resources.

Two participants asked what must be given up in order to increase the emphasis on staff development? What are the priorities; what is an appropriate balance? Until we know what we want and the best way to get it, more dollars are not justified.

PRINCIPLES/ASSUMPTIONS

TEACHERS AS ADULT LEARNERS

Tally of Reactions	
Strongly Agree	18
Agree	15
No Strong Feeling	5
Disagree	0
Strongly Disagree	0
No Response	5

5. Teachers Must be Approached as Adult Learners

Four principles govern this:

a. There must be a balance between action and reflection.
b. There must be a challenge.
c. There must be personal support over time. There has to be a balance between presenting new ideas which confront teachers and support as they move toward change.
d. There must be an opportunity for role taking, i.e., teachers need to engage in roles other than classroom teachers; inquiry, research.

The development of teachers' skill in the use of new approaches to teaching and the transfer of an approach into their active teaching repertoire, requires the study of theory, the observation of demonstrations, and practice with feedback, coaching one another as they work the new model into their repertoire.

Summary of Reactions

Not all participants were in agreement regarding the extent to which there is actually a difference between adult learners and other age groups. Some suggested that good principles of learning apply to all ages and asked if there was adequate research support for the assumptions about adult learning. Others cautioned against making the assumption that the entire methodology needs to be different.

Others stated that there are more differences between adults and children than were proposed and that adult learners identify more strongly with ideas, roles, positions, and expectations. Teachers are also concerned about practical classroom applications.

There seemed to be no disagreement about the need for finding ways to motivate staff to seek out and engage in continued professional development activities. The following sampling of statements will best clarify this concern.

- Need must be established first. This point was not adequately established in the Seminar documents.
- There is a need to develop norms of willingness to grow professionally.
- The climate of the school is important to the motivation to improve and participate in staff development. This climate must help ease the discomfort implicit in new learning and the process of change.

- Administrators must model the role of the professional, i.e., one who understands and can apply educational research and theory.
- People's motives to participate vary.
- The norms implied here must become part of the organizational belief system.
- Intrinsic motivation is important.
- Staff development must enhance the dignity and self-worth of those involved.
- Career ladders may help provide motivation.

There were also several comments about the need for major changes in the delivery of staff development. Role playing was seen as an important technique and coaching was mentioned as a desirable approach with the caution that it tends to be contrary to current norms. Trainers will need to be aware of adult learning theory, particularly those who function as coaches; in fact, a whole new cadre of trainers will need to be prepared.

There needs to be a blend of content mastery and process. One person wondered about the implications for teacher education, i.e., what instructional model is used when? Another suggested that a problem-solving, collegial support approach was needed.

A final suggestion was that perhaps we should be speaking about professional learners rather than adult learners. This implies the need for time for reflection, so important to the processes of analysis and synthesis.

PRINCIPLES/ASSUMPTIONS

RESEARCH

Tally of Reactions	
Strongly Agree	16
Agree	21
No Strong Feeling	2
Disagree	1
Strongly Disagree	0
No Response	3

6. The Use of Research Findings is Important in Staff Development

The challenge to use research includes three separate parts. The first is to have staff development programs convey research to teachers and to help them translate the results, transmit processes and convey attitudes of research into classroom action.

A second is to apply research to the practices of staff development.

A third is to integrate the processes and attitudes of research into the work of all educators.

Summary of Reactions

As the tally of reactions indicates, there was general agreement that research findings and procedures are important to staff development. Although generally accepted as desirable, many felt that this situation does not now exist. The bulk of the reactions focused on what needs to be done to bring about an effective use of research findings and procedures.

The point was made, however, that research is overrated vis-a-vis classroom practice. Teachers are more influenced by their peers and this fact must be recognized. Research is not the appropriate focus; rather, critical, analytical thinking must be promoted.

One category of concern addressed the current use of research findings. Several mentioned Eisner's view that research is not generally used now by anyone at any level. Others pointed out that educators are often cynical about research because the findings are often contradictory and deal with the esoteric rather than broader and more practical issues. They pointed out that teachers often see things done in education that are contrary to research findings. This leads to a lack of faith regarding implementation.

Several emphasized that the current structure of schooling leaves little time for anyone, and particularly for those who directly use research findings in the classroom, to reflect on and experiment with issues of application.

A second category of reactions addressed solutions. The point most often mentioned was the need for the Department of Education, working collaboratively with postsecondary institutions, to establish an educational research dissemination center to provide usable research findings translated into the language of practitioners.

It will also be necessary for all educators to be trained in the interpretation and application of research. Preservice training should place more emphasis on research skills. It is particularly important that administrators model these skills.

These and other efforts are needed to develop a positive feeling about research, which is necessary if research findings are going to be used. School people also need to have the discipline to apply research even if this is contrary to a fad or current emphasis. Schools should concentrate on the research that applies to areas that have been identified as deficient. This establishes the need for considering and applying research.

Several said that ways must be found for schools to work with postsecondary institutions in the identification of research needs, the design of research studies, the analysis of research, and its application to practice.

The lab school concept was mentioned. Several emphasized the need for policies that would facilitate academic-practitioner exchanges. In some cases, ESDs could serve as the interface with schools and postsecondary institutions.

Other points raised by the participants were:

- There are other important sources of information to inform practice, e.g., feedback from students, case studies of successful practice in schools.
- Exposure (to research training) doesn't equal competence.
- Who decides which research findings to go by?
- There is a need for a balance in descriptive, experimental, and applied research.

Lastly, ways need to be found to finance all of this. Improvement should not depend on the volunteer efforts of the motivated.

PRINCIPLES/ASSUMPTIONS

RESPONDING TO TRANSITIONS

Tally of Reactions	
Strongly Agree	25
Agree	6
No Strong Feeling	1
Disagree	1
Strongly Disagree	0
No Response	10

7. Staff Development Programs Must Recognize and Respond to Transitions in the Development of Educators.

A tremendous gap separates the experience, training and education necessary to be a teacher, and actual practice. Educators need support during times of change in their professional lives: passage from student to teacher, from experienced teacher to master teacher or the transition from teaching to other roles.

It is important to understand the times when serious professional changes occur and to help design effective educational programs for those undergoing transitions.

Summary of Reactions

Reactions to this item are included in the summary of reactions to SCHOOL BASED STAFF DEVELOPMENT: RESPONDING TO TRANSITIONS on page 37.

PRINCIPLES/ASSUMPTIONS

COOPERATION

Tally of Reactions	
Strongly Agree	25
Agree	6
No Strong Feeling	1
Disagree	1
Strongly Disagree	0
No Response	10

8. Cooperation Must Exist Between Schools and Schools of Education if Educators are to be Trained Effectively.

School staff development has had too many individual entrepreneurs from schools of education and too few holistic commitments from higher education. The criteria for tenure and promotion of school of education faculty do not readily lend themselves to collaboration.

It may be necessary that the operating procedures of educational institutions be revised, their missions be reconstructed, and new professional roles created to make collaboration for staff development more efficient and effective.

Summary of Reactions

Cooperation between schools and schools of education was strongly supported. Reactions focused on the roadblocks that now prevent cooperation and suggested approaches to solutions.

The constraints that were identified can be grouped into four categories:

- The attitudes and perceptions of school and postsecondary people.
- The current roles, norms, job descriptions, tenure and promotion criteria, incentives and salary structures in postsecondary institutions.
- The magnitude of the task, not only to bring about changes but to establish the linkages implied.
- Other concerns and considerations.

Attitudes and Perceptions

It was suggested that school people need to acknowledge and accept that research on teaching, learning and leadership is needed and valuable. They must become more receptive to working with postsecondary people. Hidden agendas will need to be put on the table, e.g., is the current motivation for universities to work with schools based on need for LEA dollars in a time of decline? University people tend to have a mind-set against working in schools. Both levels will need to give up something, keep their egos out of the effort, and stop disparaging each other's work.

Current Roles, Norms, etc.

Several points in the statement were seen as unrealistic because they are contrary to the postsecondary culture, norms, and tenure and promotion systems. There were a variety of suggestions regarding ways to bring about necessary changes.

It might be possible to effect role exchanges between postsecondary educators and school personnel. It was pointed out that this approach should also involve subject matter faculty. This could be one way to recognize master teachers. It might be possible to have people jointly hired, e.g., the director of staff development in a school district. Perhaps a good way to start would be for postsecondary institutions to assign FTE for work with LEAs. This would require developing a formula for calculating the costs of field work.

Perhaps universities need to develop the medical school model and have two tracks for tenure i.e., clinical professors and academic professors, or perhaps consider the extension agent model. New faculty roles are needed, e.g., translators of research, coaches, demonstration teachers.

There is a need to get postsecondary people into schools. To do this will require role changes. Postsecondary institutions will need to stretch promotion and tenure criteria in order to reward collaborative efforts.

Magnitude of the Task

Extensive implementation of these suggestions would quickly deplete postsecondary faculty. There will need to be a growing cadre of LEA people to assist. It could also be productive for each school to have a link with a faculty member who brokers services. Collaboration must go beyond higher education and include community colleges, ESDs, labs and centers and the ranks of educational consultants. It will be essential for schools of education to work together, as well as compete. In particular, they will need to share their experiences in collaborative efforts. They will also need to extend their relationships with their colleagues.

Other Concerns and Considerations

The proposed linkages between district needs and university outputs are complicated by the diversity of school districts being served, the transience of training effects, and Teacher Standards and Practices Commission requirements which may not be synchronized with district needs.

LEAs and professional organizations should become vocal advocates of involving schools of education in schools. Change will not come easily. It may be that collaboration will need to be forced.

A few of the participants questioned the statement and suggested that there is little that schools can get from universities that they cannot get elsewhere cheaper and that if community colleges could offer credit, schools of education would not be needed.

PART II

SCHOOL BASED STAFF DEVELOPMENT

Background Information
- School Based Staff Development: The Oregon Experience
- School Based Staff Development for Program Improvement
- Remarks by Dr. Del Schalock
- Current Status

Reactions of Seminar Participants

SCHOOL BASED STAFF DEVELOPMENT

The Oregon Experience

Over the past six years considerable progress has been made toward designing and implementing a support system for the continued professional development of school personnel in Oregon.

In 1975 the deans and directors of teacher education programs in state colleges and universities initiated a study of inservice education. As the study progressed, it broadened to a profession-wide study group, and its focus expanded to include the professional development of teachers throughout their careers. After two and one-half years of work, three reports were issued. One dealt with policy and procedural recommendations; one with research findings; and one with the concepts and definitions that evolved for thinking about CPD. The assumptions that were made explicit by the study group about the continued professional development of school personnel, and that guided its work, can be found in Appendix D.

In the three years that followed the preparation of these reports, a wide range of related activities occurred. Most of the recommendations made by the study group were implemented, including the creation of an Ad Hoc Interagency Council for the Continued Professional Development of School Personnel.

In May 1978, with the aid of funds from the U.S. Office of Education, Oregon joined with three states to study the matter of ". . . improving student achievement through staff development." Given this focus, the 4-State project in Oregon was used to extend the work accomplished by the profession-wide study group. Specifically, the project was used to translate the policy and procedural recommendations prepared by the study group into a design for an operational support system for the continued professional development of teachers.

The focus of the 4-State project on staff development to enhance student learning, and the requirement that a statewide support system for staff development be designed, caused the concepts and definitions developed by the study group to be reassessed. By-and-large they held up well, but as the project progressed it became clear that greater attention needed to be given to the "informal" aspects of continuing professional development than had been given by the study group. This dimension of professional development was recognized as being equal in importance to the more formal aspects of professional development (INSERVICE and ADVANCED STUDIES), and was viewed as the dimension of professional development being addressed by most federally supported teacher centers.

Building on the distinctions made by the profession-wide group between INSERVICE STUDIES and ADVANCED STUDIES, and the importance assigned to informal learning in the 4-State project, the recognition emerged that essentially separate support systems for each of these dimensions of professional development already exist. (See Exhibit A on page 27.) Each has to a large extent its own governance structure, management procedures and funding

sources. The focus of each of the support systems is reflected in the labels that were given to them during the course of the project.

- The STAFF DEVELOPMENT/SCHOOL IMPROVEMENT support system;
- The ADVANCED STUDY/CERTIFICATION support system; and
- The COLLEAGUE EXCHANGE/PROFESSIONALIZATION support system.

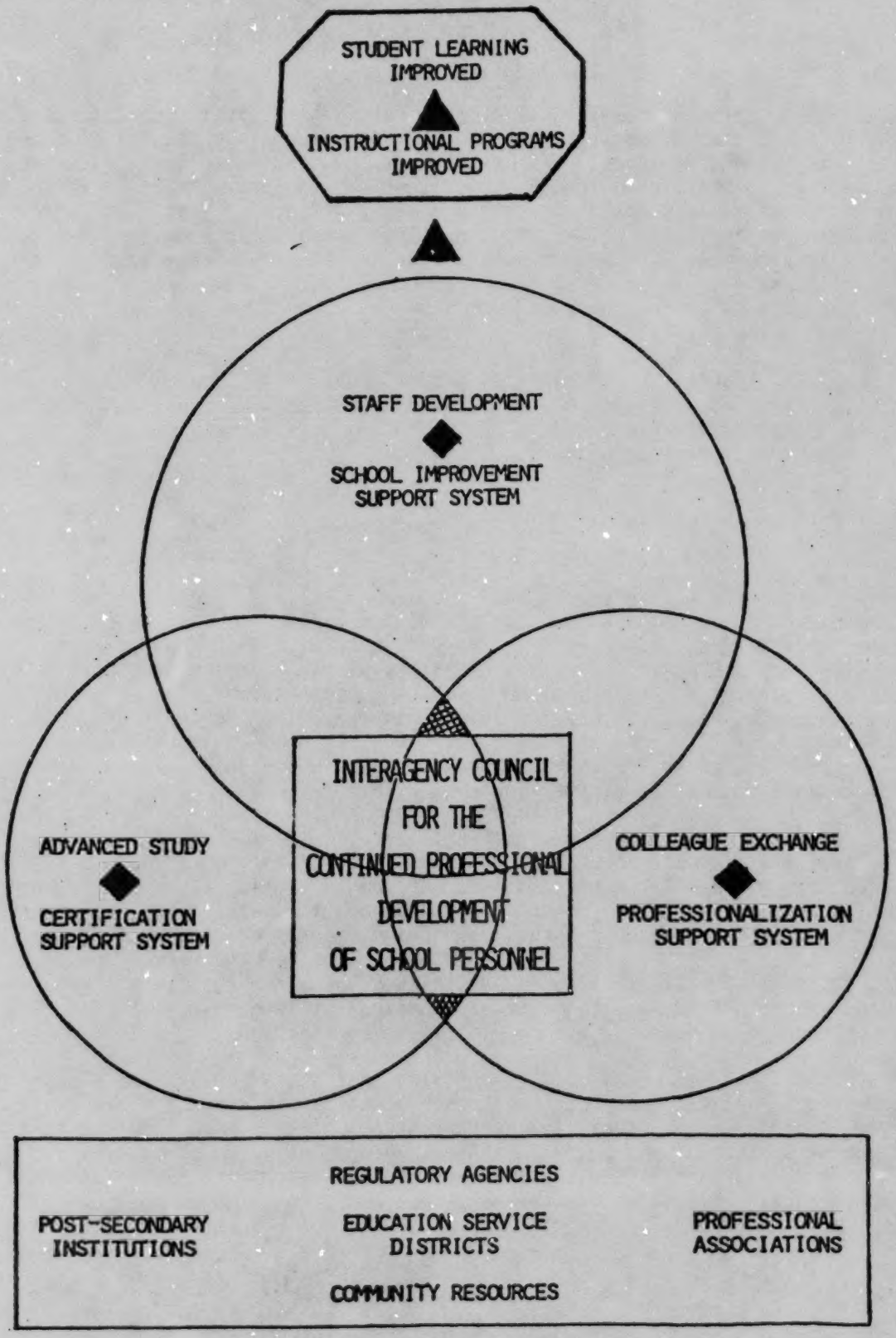
In the context of Oregon, the Department of Education and Education Service Districts were seen as being central in the operation of the SCHOOL IMPROVEMENT/STAFF DEVELOPMENT system; institutions of higher education and the Oregon Teacher Standards and Practices Commission were seen as being central in the operation of the ADVANCED STUDY/CERTIFICATION system; and professional associations were seen as being central in the operation of the COLLEAGUE EXCHANGE/PROFESSIONALIZATION system. An INTERAGENCY COUNCIL, or some other coordinating body, was seen as being needed to ensure that these three support systems functioned in a complementary fashion, and in combination provided the kind of support services needed by schools and school personnel to continuously improve the quality of schooling in Oregon.

In 1980 the Joint Board's Committee for Teacher Education was established to review the work that had been undertaken in Oregon during the preceding decade to improve both the preservice and inservice preparation of teachers, and to decide what needed to be done in addition. The committee is composed of representatives from the Board of Education, the Board of Higher Education, the Teacher Standards and Practices Commission, and the Education Coordinating Commission. In 1982 the Joint Board's Committee issued a comprehensive and far reaching document that builds squarely upon the work outlined in the preceding paragraphs, but points direction for further work. It is this document that is guiding current efforts to improve the quality of school personnel in Oregon.

EXHIBIT A

THE CONCEPT OF A PROFESSION-WIDE CPD SUPPORT SYSTEM FOR TEACHERS

(a recommendation from the 4-state project)



SCHOOL BASED STAFF DEVELOPMENT FOR PROGRAM IMPROVEMENT

Overview

A school based staff development program for teachers is intended to give teachers the assistance they need to function effectively in an ever changing, ever more demanding school environment. It is intended to serve experienced as well as inexperienced teachers, and teachers who are working in established positions as well as positions that are newly defined. It also is to serve teachers who are asked to implement new instructional programs, or modify existing programs. The aim of school based staff development is to ensure effective schools by ensuring effective school personnel. Specifically, such programs are to bring about:

a. Effective job performance;
b. The improvement of existing school programs;
c. The implementation of new school programs;
d. Job satisfaction; and
e. Career development.

Characteristics

School based staff development programs depend heavily upon colleagues helping colleagues. They are built on the assumption that by pooling talent and experience across grade levels or subject areas within a school, across schools within a district, across districts within a region, and across agencies serving schools--including ESDs and institutions of higher education--the resources needed to implement an effective staff development program are available to all districts. What is proposed is simply a means of organizing and giving focus to these resources in a manner that supports a comprehensive staff development program within a school.

In his presentation to the participants, Dr. Del Schalock of the Teaching Research Division of the Oregon State System of Higher Education and Executive Secretary of the CPD Council, pointed out that the major issue within the concept of school based staff development programs is whether staff development should be anchored to the improvement of individuals or programs.

The CPD Council feels that it is important to be clear about the choice one makes about this issue because the outcomes of staff development programs differ depending on where one chooses to anchor the work.

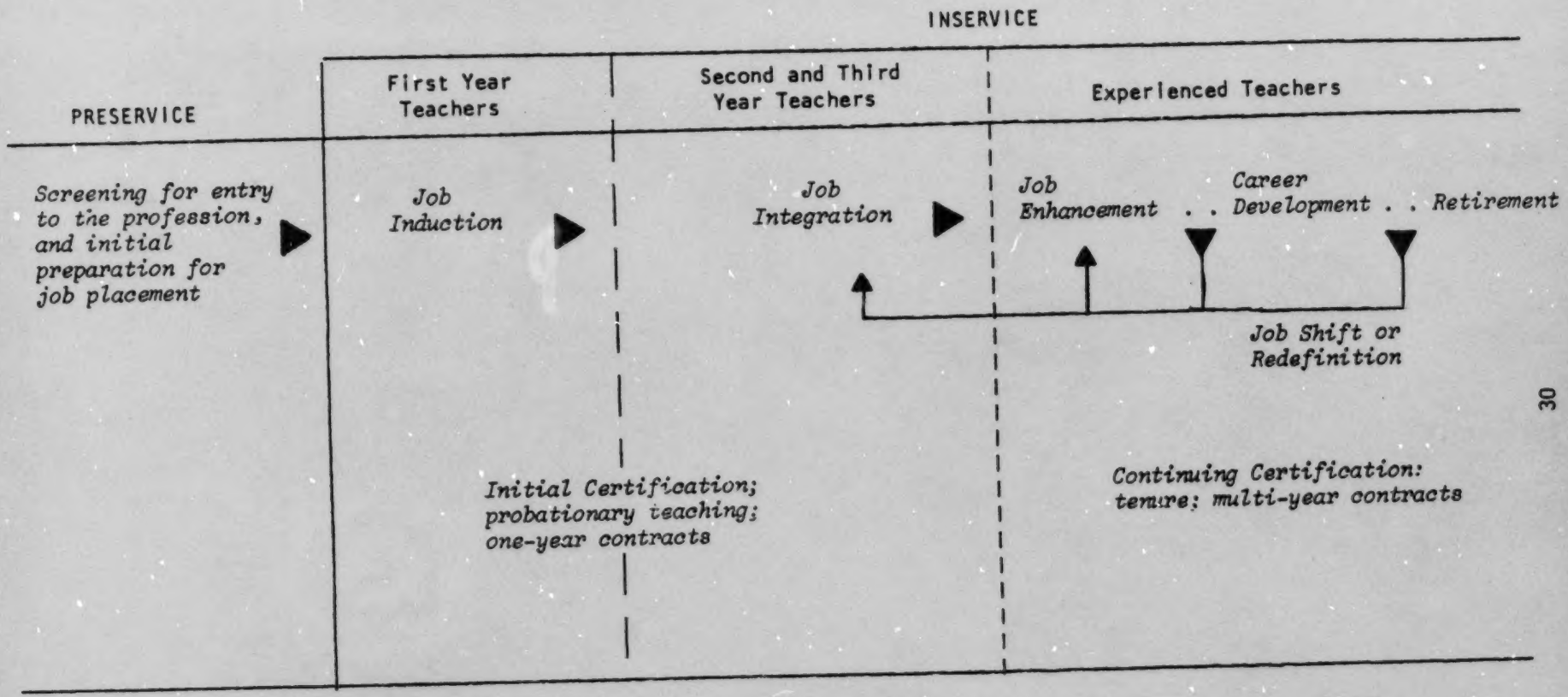
The CPD Council generally accepts the view that staff development should be anchored in program improvement. The evidence is not clear that improving the effectiveness of individual teachers will have a major impact on the effectiveness of school programs. In a loosely coupled system, such as schools, it is hard to add up individually selected staff development efforts and show consequences for program improvement.

The data one looks at when assessing program effects are usually student outcome data. When the outcomes do not match expectations, what to do to foster improvement becomes the question that drives staff development considerations.

It is more likely that staff development activities selected in this circumstance will match program needs. It also is easier for school districts to allocate dollars for staff development when a direct link to program improvement has been established.

Exhibits B-E present emerging ideas about the elements of a school based staff development program. A more complete document is being prepared by the CPD Council and will include examples of how districts might provide support services for programs of this kind. This document also will list resources schools can look to in establishing such programs.

EXHIBIT B
PROFESSIONAL DEVELOPMENT OF TEACHERS AS A CONTINUUM


INSERVICE
PRESERVICE
First Year Teachers
Second and Third Year Teachers
Experienced Teachers
Screening for entry to the profession, and initial preparation for job placement
Job Induction
Job Integration
Job Enhancement . . Career Development . . Retirement
Job Shift or Redefinition
Initial Certification; probationary teaching; one-year contracts
Continuing Certification: tenure; multi-year contracts

30

EXHIBIT C

OUTCOMES TO BE ACHIEVED AT VARIOUS STAGES IN THE CONTINUED PROFESSIONAL DEVELOPMENT OF TEACHERS

Job Induction (first year teachers, or experienced teachers new to a district)	*Job Integration* (second and third year teachers or experienced teachers new to a job within a district)	*Job Enhancement/Career Development* (experienced teachers)	*Job Shift or Redefinition* (experienced teachers)
			The first year in the new job
1. Familiarity with the school and community	1. Initial job definition/ placement renegotiated as needed or desired	1. Implementation of professional development plans, with adaptations negotiated as needed	1. Familiarity with instructional programs and related support services
2. Familiarity with instructional programs and related support services	2. Increased effectiveness in implementing instructional programs and other job related tasks	2. Maintain currency in fields of specialization	2. A clear understanding of job demands and performance expectations
3. A clear understanding of job demands and performance expectations	3. Noted deficiencies in job performance corrected	3. Assume a leadership role in program improvement efforts sponsored by one's own school or district	3. A clear understanding of performance evaluation procedures and their implications for continued professional development
4. A clear understanding of performance evaluation procedures and their implications for contract renewal and continued professional development	4. A five-year plan for professional development established	4. Assume a mentor role with teachers that are new to or shift positions within one's school or district	4. Effective implementation of instructional programs and other job related tasks
5. Effective implementation of instructional programs and other job related tasks	5. Participation initiated in program improvement activities sponsored by one's school or district	5. Continued participation in professional improvement activities sponsored by the local or state teachers' organization	5. Strengths and limitations in job performance discussed, and a five-year plan for professional development established
6. Familiarity with the teacher's professional organization, and its work within the district	6. Participation initiated in professional improvement activities sponsored by the local or state teachers' organization		*Subsequent years*
7. Strengths and limitations in job performance discussed, and a one year plan established for enhancing job performance			6. All outcomes expected of experienced teachers (see column 3)

EXHIBIT D

PROFESSIONAL DEVELOPMENT PLAN: THE MECHANISM FOR FOSTERING THE CONTINUED PROFESSIONAL DEVELOPMENT OF TEACHERS

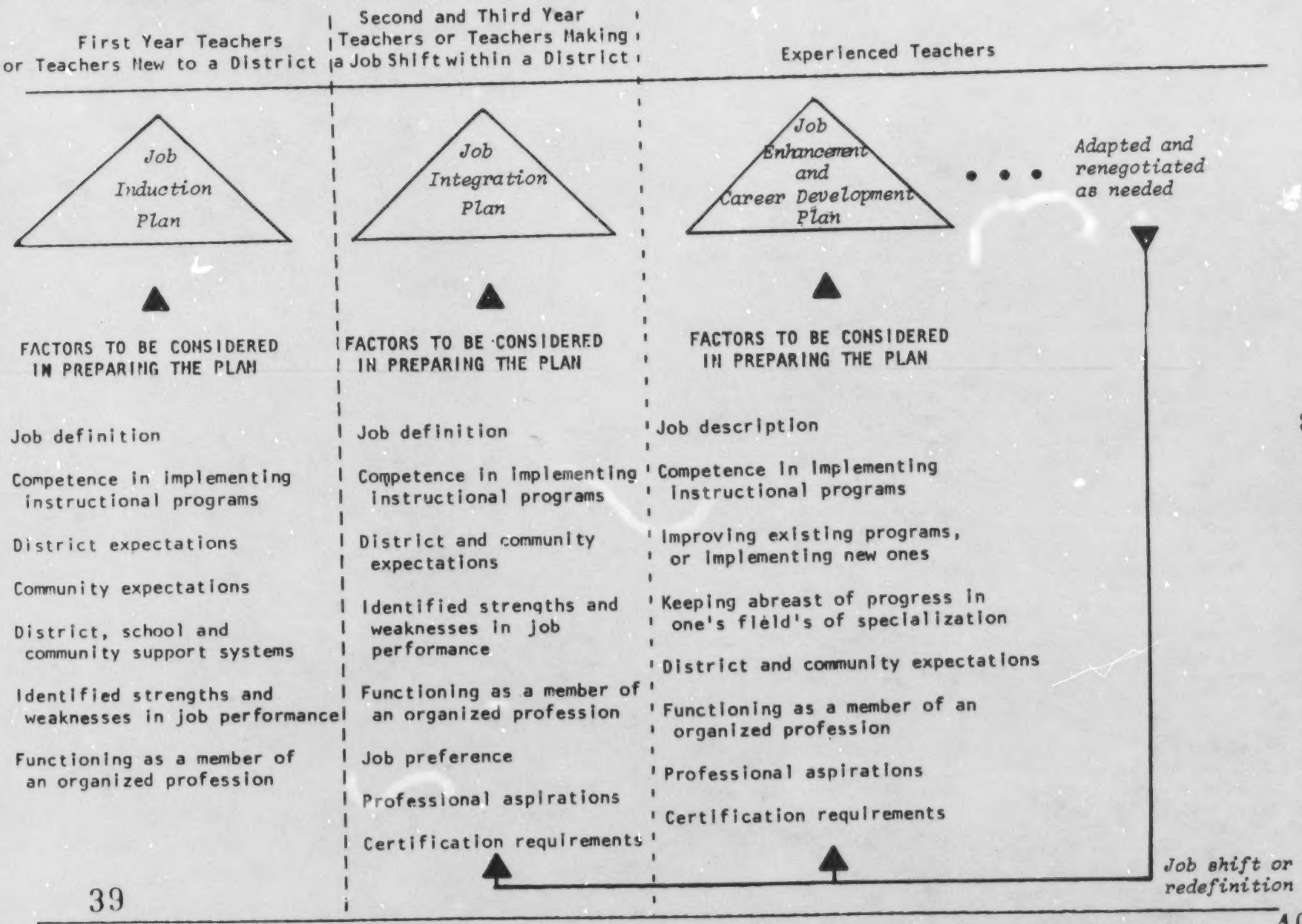
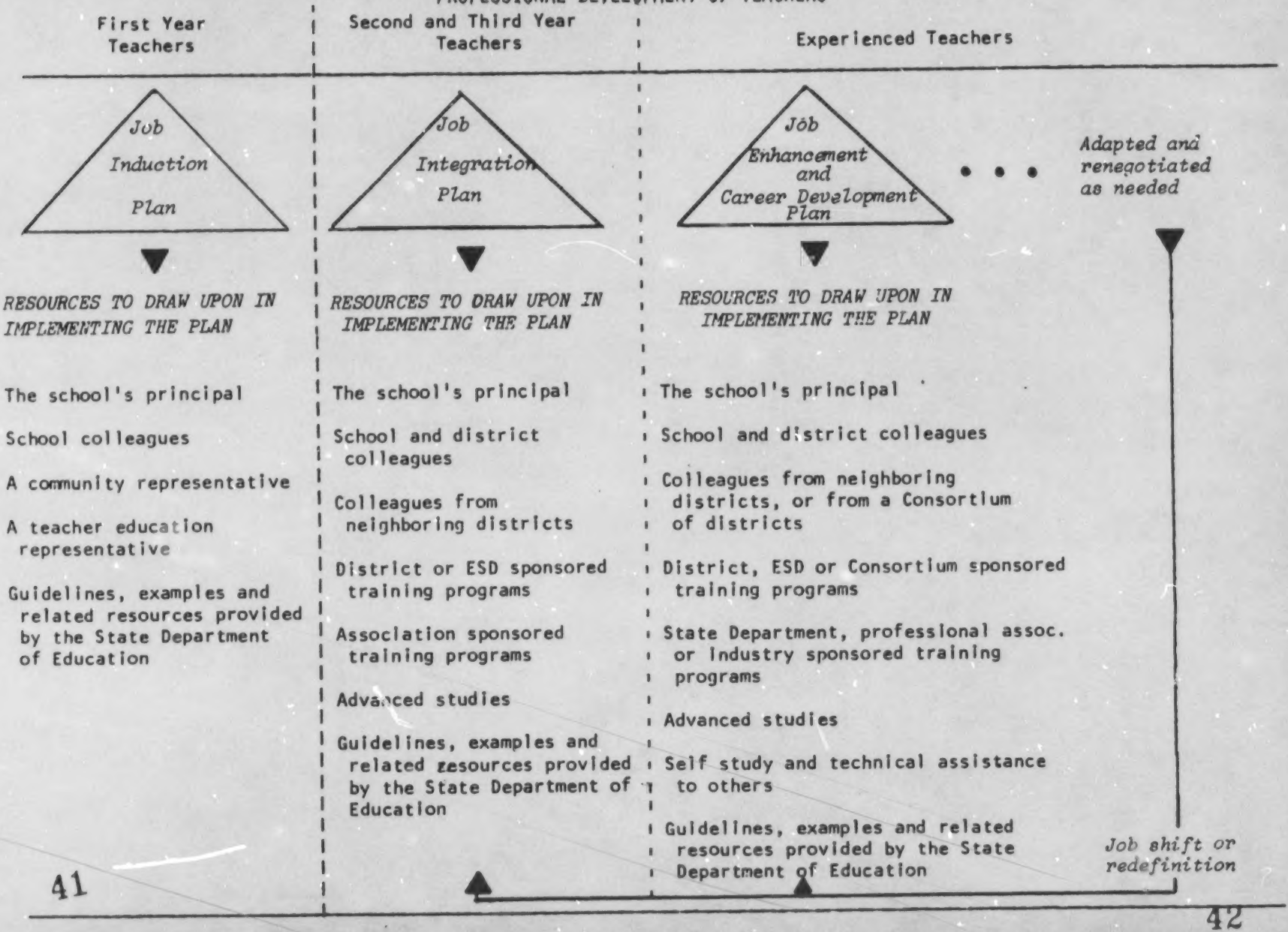

First Year Teachers or Teachers New to a District
Second and Third Year Teachers or Teachers Making a Job Shift within a District
Experienced Teachers
Job Induction Plan
Job Integration Plan
Job Enhancement and Career Development Plan
Adapted and renegotiated as needed
FACTORS TO BE CONSIDERED IN PREPARING THE PLAN
Job definition
Competence in implementing instructional programs
District expectations
Community expectations
District, school and community support systems
Identified strengths and weaknesses in job performance
Functioning as a member of an organized profession
FACTORS TO BE CONSIDERED IN PREPARING THE PLAN
Job definition
Competence in implementing instructional programs
District and community expectations
Identified strengths and weaknesses in job performance
Functioning as a member of an organized profession
Job preference
Professional aspirations
Certification requirements
FACTORS TO BE CONSIDERED IN PREPARING THE PLAN
Job description
Competence in implementing instructional programs
Improving existing programs, or implementing new ones
Keeping abreast of progress in one's field's of specialization
District and community expectations
Functioning as a member of an organized profession
Professional aspirations
Certification requirements
Job shift or redefinition

EXHIBIT E

ROLES AND RESPONSIBILITIES IN FOSTERING THE CONTINUED PROFESSIONAL DEVELOPMENT OF TEACHERS


First Year Teachers
Second and Third Year Teachers
Experienced Teachers
Job Induction Plan
Job Integration Plan
Job Enhancement and Career Development Plan
• • •
Adapted and renegotiated as needed
RESOURCES TO DRAW UPON IN IMPLEMENTING THE PLAN
RESOURCES TO DRAW UPON IN IMPLEMENTING THE PLAN
RESOURCES TO DRAW UPON IN IMPLEMENTING THE PLAN
The school's principal
School colleagues
A community representative
A teacher education representative
Guidelines, examples and related resources provided by the State Department of Education
The school's principal
School and district colleagues
Colleagues from neighboring districts
District or ESD sponsored training programs
Association sponsored training programs
Advanced studies
Guidelines, examples and related resources provided by the State Department of Education
The school's principal
School and district colleagues
Colleagues from neighboring districts, or from a Consortium of districts
District, ESD or Consortium sponsored training programs
State Department, professional assoc. or industry sponsored training programs
Advanced studies
Self study and technical assistance to others
Guidelines, examples and related resources provided by the State Department of Education
Job shift or redefinition

CURRENT STATUS

Two activities, sponsored by the CPD Council, particularly need to be mentioned here.

The first involves three pilot projects funded by the Oregon Department of Education in the fall of 1982 to determine the feasibility of implementing the proposed support system for school based staff development and to improve the design based on school district and ESD experience.

The project conducted by the Linn-Benton ESD has resulted in the formation of a consortium composed of school districts, the OSU/WOSC School of Education, industrial leaders in Linn and Benton counties, and the Linn-Benton ESD. The consortium is called the Action Alliance for Excellence in Education. Initially it chose to focus its efforts on instruction in mathematics and science. More recently it has added an emphasis on interpersonal relationship skills, communication skills, and problem solving strategies.

The Grant County project has involved the ESD, all school districts in the county, and Eastern Oregon State College. The emphasis in this project is on the implementation of a staff development model to support the full range of needs of first year through experienced teachers.

The Washington County project has concentrated on the improvement of instruction in mathematics and science through the cooperation of business and industry. Activities have helped teachers become more aware of technological advances and generate practical ideas and products for classroom use. Teacher visitations to cooperating industries are planned and opportunities for teacher internships are being explored.

Lessons learned from these pilot projects will feed into a second CPD Council activity. Work groups are preparing three sets of products. One will be a set of guidelines, models and case studies relative to effective school based CPD programs. Another will suggest policies and systems needed to foster such programs. A third will summarize the literature and research on staff development for use by school administrators and members of local school boards.

The reactions of the participants to the ten statements regarding school based staff development are summarized on the following pages.

REACTIONS OF SEMINAR PARTICIPANTS

SCHOOL BASED STAFF DEVELOPMENT

PROFESSIONAL DEVELOPMENT PLANS

Tally of Reactions	
Strongly Agree	19
Agree	12
No Strong Feeling	4
Disagree	4
Strongly Disagree	0
No Response	8

1. Professional development plans prepared by individual teachers, in consultation with their principals, are an appropriate and effective means for balancing the needs of individual teachers with the needs of the school or district within which they work.

   There is always a tension in the allocation of resources for staff development between meeting the needs of individuals or the needs of a building or the district as a whole. The negotiation of a staff development plan by a teacher and his/her principal is one way of providing reasonable balance between these tensions.

   For a staff development program to be truly effective it must be responsive to both sets of needs.

   The experience of the BEST Teacher Center indicates that striking a balance between individual and building or district needs is entirely possible, even when teachers as individuals dictate the focus of staff development programs. Over a three-year period the overlap between staff development programs called for by teachers and the identified needs of the districts was about 85 percent.

Summary of Reactions

As reflected by the tally of reactions, most participants agreed with the need for professional development plans; however, one person asked whether or not there was sufficient knowledge about how to achieve a balance between school and personal needs. Another suggested that the development of such a plan should become the professional responsibility of the individual as a condition of continuing licensure. (This point of view received little support in the group session and the participant wondered if this would have been true if more classroom teachers had been present at the seminar.)

The suggestion that the principal should work with teachers in the development of their plans elicited a variety of reactions. The most prevalent observation was that most principals (and teachers) would need special training in areas such as how to balance individual and building needs, and negotiation skills. Good models of professional development plans must be made available. Trust relationships between principals and teachers are essential and the principal must be as committed to individual plans as to the building plan.

Several pointed out that there must be a clear distinction between plans for assistance (after evaluation) and professional growth plans. Will principals face problems working with teachers in both areas? Some questioned whether or not the principal was the only (or even the most appropriate) one to consult with teachers.

Some suggested that the statement does not recognize all the political realities which must be understood. The issues of governance and negotiations about the nature and content of staff development plans were seen as highly important considerations. Collective bargaining agreements must also be considered. It is important to have the union's agreement.

One suggested alternative to the individual plan was for the teachers in a building to pool staff development resources and submit a joint proposal.

Regardless of the mechanism for developing plans, participants pointed out that districts must develop clearly stated goals and priorities, and identify program needs so that teachers have the opportunity to align their personal improvement programs with them. Although difficult to realize, there must be reasonable compatibility between individual and institutional goals. A sizable number of participants stated here (as in other areas) that program and student needs come first and should drive all individual plans.

Some felt that the statement placed too much emphasis on individual teacher plans and seemed to assume that school based staff development would not meet individual needs. Improving programs and increasing the competence of staff can lead to real personal satisfaction, but probably no one staff development program can meet all individual and institutional needs.

The development of staff development plans requires access to research and the identification of providers. Individuals may not be that sure of their needs unless apprised of the alternatives available.

In order to bring all this about, it will be necessary to strengthen the OAR and to establish criteria for staff development plans. TSPC needs to assume a leadership role in determining ways to measure teacher success and the ODE and districts need to have a way to ensure that building and personal plans are carried out. Individual plans need to be made public within the school.

Two final observations: The tensions mentioned in the statement should be quite manageable; they are in the private sector. Maybe the answer to all of these notions about staff development is to re-invent the teacher center.

SCHOOL BASED STAFF DEVELOPMENT

RESPONDING TO TRANSITIONS

Tally of Reactions	
Strongly Agree	13
Agree	13
No Strong Feeling	2
Disagree	3
Strongly Disagree	2
No Response	14

2. A comprehensive school based staff development program should accommodate the professional development needs of teachers at various stages in their careers. For purposes of program design, these stages can be thought of as:

- job induction
- job integration
- job enhancement, and
- job shift or redefinition.

The needs of teachers, and the needs of a school or district in relation to assuring teacher effectiveness, are considerably different at these four stages of the career development of a teacher. Staff development programs need to be designed accordingly.

Since effective teachers are at the heart of effective programs (schools), it is in the best interests of a district to provide the staff development that is needed to assure teacher effectiveness at all stages of their careers.

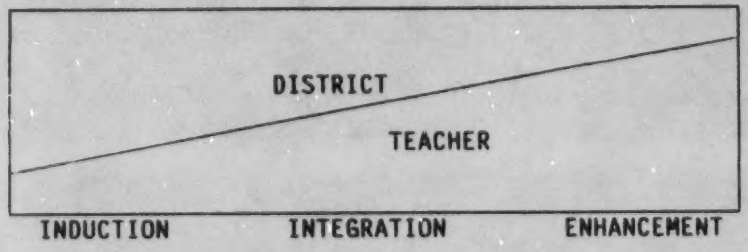
Summary of Reactions

The response from statement four of the principles/assumptions section are included in this summary because the two statements differ only in the way they were worded.

The following statement by one of the participants summed up the most dominant reaction found throughout the responses: "These points are laudatory, but the first priority must be staff development for program improvement."

As later reported reactions will show, the participants supported staff development for the four purposes mentioned, but there was some uncertainty about who had the lead responsibility (the teacher or the district) for the development of the staff development plan and, therefore, who was responsible for the cost.

It was suggested that the responsibility for the first three stages changes over time, and can be graphically displayed like this:



Job shift could be initiated by the individual or the district. To some extent, this would establish responsibility.

Several people pointed out that the notion of stages and transitions is not as clear cut as the wording might suggest:

- Research is needed regarding stages/transitions. These categories may be too "neat."
- Don't over react--some need transition help; others do not.
- Don't lock in stages to years of experience.
- At issue is a uniform treatment which meets system needs vs individualized treatment which meets individual needs.
- These areas need to be looked at in relation to program needs.
- Keep the design on teachers as individual learners and based on their needs.
- Is the level of precision indicated actually needed?
- Stages need to overlay personal and program development grids.

Several others expressed concern about the focus on career stages or felt that the statement was incomplete.

- Focusing on career stages may not be best. Developmental stages are the important thing. These may not fit career stages.
- Staff development should be organized along a skill continuum with rewards at various stages of achievement.
- Other transitions must also be built in, e.g., mid-life crisis, divorce, death of spouse, illness.
- Training is needed for job shifts out of education as well.
- The list is not complete; add creative growth and personal outlets.
- Changes within the profession also need to be considered, e.g., desegregation/integration, instructional leadership for principals, technological advances.
- Evolving skills need to be compensated based on student gain and growth.
- Focus should be on preparation, not remediation.
- Don't lump too many areas into staff development, e.g., counseling for staff.

Another category of responses addressed issues of support:

- The proposal has major budget implications, at least for a shift of dollars.
- The ODE will have to set policy and provide guidelines, incentives and the like.
- The size of the task will require collaboration. The role of various agencies will need to be established.
- The public must be made aware of the need for staff development; the teaching profession is no different than other professions.
- Career ladders are an essential ingredient.
- It would be desirable to produce packaged staff development programs.

The balance of this summary will document the specific reactions to the statements regarding job induction, job integration, job enhancement, and job shift.

Job Induction

Tally of Reactions	
Strongly Agree	15
Agree	8
No Strong Feeling	7
Disagree	1
Strongly Disagree	0
No Response	16

3. The outcomes that should be expected from a staff development program for JOB INDUCTION would include:

   a. Familiarity with the school and community;
   b. Familiarity with instructional programs and related support services;
   c. A clear understanding of job demands and performance expectations;
   d. A clear understanding of performance evaluation procedures and their implications for contract renewal and continued professional development;
   e. Effective implementation of instructional programs and other job related tasks;
   f. Familiarity with the teacher's professional organizations, and their work within the district; and
   g. An awareness of strengths and limitations in job performance, and a one-year professional development plan established for enhancing job performance.

Summary of Reactions

Of the four transitional stages, induction was most clearly seen as a responsibility of the district and teacher education institutions.

It was pointed out that new teachers must not be left in isolation. They need help with a variety of anxieties, including the last hired -first fired syndrome. Support is needed at the individual level. It was suggested that retired teachers might agree to coach new ones. School leaders need to take the initiative to formalize collegial arrangements. Some people felt that the wording in the statement was too soft. There must be a formal support system in every district. The mentorship program in California was cited as an example. School staffs will need training to effectively carry out these relationships.

Teacher education departments need to find ways to service, monitor and support first year people, perhaps those in their "turf" area. This might be accomplished by trading services. For example, the school district could provide facilities or access to data for research in exchange for support activities. Ideally, induction would be part of an extended internship type training program in which students move back and forth from academic to practicum activities. Induction should be a shared responsibility and could well include ESDs and professional organizations.

The participants had a number of cautions, concerns, and other suggestions. Some felt that the program as defined is inadequately linked to program improvement and that it is too management oriented. Some felt that the points mentioned in items a-g are not necessarily a universal set applicable to all school districts. A proposed addition was the awareness of cultural and social aspects of the teacher's new environment. New teachers need to be trained to ask the right questions and to know whom to ask.

Should these induction activities extend over the probationary period? Is induction staff development or job orientation? The issue of resources was raised. One person felt that since all this was just common sense it shouldn't be too difficult to implement.

A concluding suggestion was that a major study about new teachers and induction issues is needed because current higher education studies suggest that the gap between preservice and the requirements of the job may not be as extensive as thought.

Job Integration

Tally of Reactions	
Strongly Agree	7
Agree	18
No Strong Feeling	6
Disagree	0
Strongly Disagree	1
No Response	14

4. The outcomes that should be expected from a staff development program for JOB INTEGRATION would include:

   a. Initial job definition/placement renegotiated as needed or desired;
   b. Effectiveness in implementing instructional programs and other job related tasks increased;
   c. Noted deficiencies in job performance corrected;
   d. A five-year plan for professional development established;
   e. Participation initiated in program improvement activities, especially those sponsored by one's school or district; and
   f. Participation initiated in professional improvement activities sponsored by the local or state teachers' organization.

Summary of Reactions

The reactions to this section were more limited, perhaps due to the complexities of the issues.

The relationship of job integration to program needs and student achievement was stressed. Proficiency in meeting state and district instructional goals should be a priority.

The relationship of job integration to the probationary period was questioned as was the relationship to TSPC requirements. Could or should the proposed five-year plan be part of the certification application? It was suggested that the plan should be included in the collective bargaining agreement.

A major challenge here is the wide variety of staff needs and the need to ensure compatibility of personal and organizational goals. Career ladders could be one solution to providing the motivation to increase one's effectiveness.

It was pointed out that a five-year plan may be too long range and that this integration phase is not a working concept in the minds of teachers and administrators. These are the years before burn-out and most teachers are sailing along without concerns. Perhaps care of these productive people at this time would prevent later disasters.

Job Enhancement

Tally of Reactions	
Strongly Agree	10
Agree	14
No Strong Feeling	9
Disagree	0
Strongly Disagree	1
No Response	13

5. The outcomes that should be expected from a staff development program for JOB ENHANCEMENT would include:

   a. Implementation of professional development plans, with adaptations negotiated as needed;
   b. Maintenance of currency in fields of specialization;
   c. Assumption of a leadership role in program improvement efforts sponsored by one's own school or district;
   d. Assumption of a mentor role with teachers who are new to or shift positions within one's school or district; and
   e. Continued participation in professional improvement activities sponsored by the local or state teachers' organization.

Summary of Reactions

More uncertainty was expressed about this stage than the first two. Several questions were raised. "Isn't job enhancement an extension of one's professional responsibility?" "Can these conditions be imposed?" "Would unions accept these roles by teachers without the costs being borne by the district?" "Wouldn't these requirements complicate contract negotiations?"

The theme central to all of the reactions was the relationship of job enhancement to program improvement. This implied relationship highlights the importance of clearly defined district program goals.

Those who spoke specifically to (b) suggested that the statement is a minimum and should be expanded to include knowledge of current research on classroom effectiveness, preparation for additional endorsements so as to reduce misassignments, and increased breadth in subject matter preparation. The comments relative to (c) and (d) included:

- These roles will require financial rewards and incentives -perhaps a career ladder. This would beat merit pay.

- Teachers carrying out these roles will need support and training.
- A wide variety of roles need to be included.
- Don't leave out teachers who have been in the district for a long time and who need feedback and support (d).
- Staff development for job enhancement should encourage the development of a diversity of skills. An individual plan could be developed for each teacher.
- Would implementation need to be different in large and small schools?

Job Shift

Tally of Reactions	
Strongly Agree	10
Agree	14
No Strong Feeling	6
Disagree	0
Strongly Disagree	1
No Response	15

6. The outcomes that should be expected from a staff development program to accommodate a JOB SHIFT OR REDEFINITION would include:

   a. Familiarity with new instructional programs and related support services;
   b. A clear understanding of new job demands and performance expectations;
   c. A clear understanding of new performance evaluation procedures, and their implications for continued professional development;
   d. Effective implementation of instructional programs and other job related tasks; and
   e. An awareness of strengths and limitations in job performance, and a five-year plan for professional development established.

Summary of Reactions

Those who opposed or questioned this statement made these comments:

- This would be a burden on resources if it is in addition to all the other areas of staff development.
- This is a personal responsibility.
- This is best handled by schools of education.
- Should the schools be in the business of career counseling for staff?

Those who appeared to be unsure stated:

- Staff development programs have a role here, but how much?
- Who initiates the search for a change?
- Who is responsible for deciding that a change should occur?
- Not many job shifts are possible.
- What about job shifts out of education?

Those who had comments supporting the statement said:

- Higher education and TSPC must work on this. Define realistic programs that stress performance and only needed skills and knowledge, i.e., streamline programs to include only what is essential.

- This area is most closely related to program improvement.

- This could be an answer to misassignments which are currently ahead of inservice. We may never catch up, meanwhile, kids are suffering.

- Changing whom one works with, how time is used, and where one works, does wonders in terms of psychological stimulation and renewal. Unfreezing structures to permit teacher shifts needs to become the norm.

SCHOOL BASED STAFF DEVELOPMENT

THE RELATIONSHIP OF PROGRAM & TEACHER EFFECTIVENESS (Statements 7-10)

TALLY OF REACTIONS

	(7)	(8)	(9)	(10)
Strongly Agree	30	14	16	12
Agree	9	9	9	6
No Strong Feeling	0	4	3	2
Disagree	0	2	1	1
Strongly Disagree	0	0	0	0
No Response	8	18	18	26

7. The improvement of an instructional program within a school, or the effective implementation of a new or revised program, depends at some point on staff development.

New demands on teachers, new expectations on their performance, and even new instructional materials may require new knowledge and skills. If a district wants to assure that these are in place, it can do so through a school based staff development program. Because a district is the agency responsible for effective school programs, it is the district that is responsible for seeing that all of its teachers are properly equipped to implement the instructional programs offered.

Assuming the appropriateness of the above statement, teachers still carry responsibility for their continuing development as professionals. As a result, teachers and districts hold a shared responsibility for the effectiveness of the instructional programs offered in their schools.

8. Staff development for program (school) improvement has characteristics and requirements that go beyond staff development that aims to improve the effectiveness of teachers as individuals.

An essential element in staff development for program improvement that is not necessary in staff development for teacher effectiveness is evidence of effects on student learning. Evidence of student learning is the primary criterion for program effectiveness, and drives the need for program improvement. Evidence of student learning may or may not be used in judging the effectiveness of a teacher, and may or may not drive staff development programs aimed at increasing teacher effectiveness.

The effectiveness of staff development for program improvement also must be assessed in terms of student learning. The effectiveness of staff development for teacher effectiveness may or may not use student learning as a criterion. It will if the staff development program was intended to influence student learning; it will not if it was intended to change teacher behavior, knowledge or attitude.

9. Program effectiveness depends on teacher effectiveness, but teacher effectiveness does not assure program effectiveness! The goal of every school based staff development program is to assure both.

10. <u>There are many questions district administrators need to address when designing a school based staff development program. The most critical question is whether the program is to anchor to PROGRAM EFFECTIVENESS OR TEACHER EFFECTIVENESS. Additional questions, however, deal with:</u>

a. Being clear about the problem to be solved through staff development, and the outcomes to be achieved through it;
b. Being clear about the design and operation of the program;
c. Being clear about the costs associated with the program, and how these relate to the benefits expected from it;
d. The kind of evidence that is to be collected on program costs and benefits, and what is to be done with this information; and
e. How decisions are to be made about continuing or discontinuing a program once it has been implemented, and who is to be involved in these decisions.

<u>Summary of Reactions</u>

We agreed with the many participants who suggested that statements 7-10 should be combined into a single report. To accomplish this we identified similar reactions made across the four sections as well as vertically within each section. Although written in a different context, we also agreed with the participant who said that the entire section on school based staff development was overwhelming. She went on to say that no one could argue with the values expressed, but that it was comparable to all that districts are expected to do for each child--be all things to all people; therefore each district needs to agree as to what is most important and proceed in priority areas in ways based on sound research and on an effective assessment of needs. This reaction was supported by a number of comments that in effect said: "Don't try too much at once."

There appeared to be a common concern about the way the statements were worded. "Does the issue need to be cast as a dichotomy? Staff development must anchor to both program and teacher effectiveness. Although splitting the distinction aids thinking about them, they are actually intertwined and we must keep this in mind." One of the groups proposed three guiding implications:

- Program effectiveness and teacher/staff effectiveness should not (in fact, cannot) be separated.
- Program effectiveness (student learning) should be the guiding concern.
- Student learning should be broad and varied, and this must also be true of the instruments used to measure this learning.

Another common concern across the four statements was the definition of effectiveness and how it might be measured. The following are typical comments:

- What does effectiveness mean? The extent to which goals are met? Student outcomes on norm referenced tests?
- How is program effectiveness defined? Does teacher effectiveness include fidelity to school goals?
- I agree if the term <u>program</u> refers to the overall curriculum rather than to a specific package, e.g., Ginn reading program.

- Good student performance data are needed. The problem is in the definition of outcomes--developing good measures.
- A major problem here is in the state of the art of measurement of student learning; it's not all that good. We need to be cautious about making judgments or evaluations based on student outcome measurements.
- Test development consortia (or the like) must evolve. Much better measurements are needed. The ODE and postsecondary institutions must help.
- Communities accept evidence other than student achievement as a basis for satisfaction with schooling. Don't overemphasize student outcomes. Remember the whole area of normative data.
- Basing the measure of effectiveness on student outcomes will require an effective alignment of curriculum, instruction, and assessment.
- We have not been in a position to build good staff development programs due to a lack of good information on program effects.

One participant made a comment that could serve as a summary to these concerns: "We lack knowledge that would help us determine the relative contributions made by teachers and by programs. We need better ways to get this type of information and better ways to utilize knowledge to inform practice."

There were numerous comments of support:

- This is where it's at. The investigation of program effectiveness highlights individual teacher strengths and weaknesses. It offers direction for necessary kinds of improvement, not willy-nilly selection by the teacher.
- Student learning must be the measure of success; otherwise, why bother? When would this not be the case?
- Staff development for purposes of program improvement is better understood and accepted by the public.
- The onus of singling out an individual to improve is obviated by this approach. The problem is <u>focus</u>. Staff development must be seen as a part of program improvement.

Many participants addressed the issues of management incentives and working conditions that are needed to support effective staff development programs that address both program and teacher effectiveness. Governance, priorities and resources are "all over the place." As long as this is the case, different agendas will be a result. One solution might be for postsecondary institutions to offer a package of services that includes assessment (needs and outcomes), staff development designs, and evaluation of the results.

The need for a strong, supportive relationship between administrators and teachers, rather than an adversarial one, was often mentioned. The negotiation for resources needs a positive climate. Some wondered if the collective bargaining atmosphere is suitable. It was suggested that at some point, systematic training for all must be required by the district. Perhaps staff development should become a condition of employment.

Cautions and concerns were expressed that individual needs could become subjugated due to the emphasis on program improvement and effectiveness. It is critical to protect the individual component. It was pointed out that when given good information on expectations and current accomplishments, teachers will make good decisions and will readily participate in good staff development programs that enable them to improve.

The final category of responses focused on the roles of districts, agencies, and postsecondary institutions. Participants felt that all segments of education would need to act if the type of improvements suggested were to become a reality.

- The legislature needs to help with resources, e.g., change the basic school support formula to ensure support for staff development and program improvement.
- Teacher training programs must include information about the need for continuing professional development and should be more program/school based.
- Collaboration with postsecondary institutions must include subject matter faculty as well as teacher education staff.
- The Department of Education must set standards and arrange for the support needed by districts and schools and play a major role in bringing about the type of collaborative efforts that are essential.
- The role of ESDs and labs and centers needs to be established.
- The CPD Council must set guidelines for the preferred level at which CPD plans get detailed.
- TSPC must ensure that certification requirements do not inhibit effective staff development programs.
- School districts (boards of education) need to advocate and support staff development. Districts must have clearly stated expectations, well developed goals, and articulated staff development policies.
- Building administrators must help build a supportive climate and norms for school improvement and staff development.
- All staff should be able to analyze instruction, give effective feedback and help design, implement, and participate in staff development activities designed to improve the effectiveness of programs and student learning.

The overriding theme expressed in the reactions to statements 7-10 was that the anchor for staff development is program effectiveness. Staff development should be thought of as an integral part of the improvement of instructional programs.

PART III

A STATEWIDE SUPPORT SYSTEM

Background Information
- Organizing Structure
- Roles and Responsibilities of Participating Institutions
- Roles and Responsibilities of Components Within the Emerging Support System for School Based Staff Development
- Current Status and Remarks by Dr. Don Egge

Reactions of Seminar Participants

STATEWIDE SUPPORT SYSTEMS

Organizing Structure

Currently, the support provided to local districts in Oregon as they engage in staff development/school improvement efforts is fragmentary. Some is provided through institutions of higher education in the form of advanced studies; some through the Oregon Department of Education; some through education service districts; some through professional associations; and some through the private sector. Local districts themselves are probably the largest provider of support for staff development/school improvement activities, especially districts that are moderate in size or larger. Generally speaking, there is little or no coordination among institutions and agencies as they deliver support services to schools, and rarely do any of the support agencies provide programs that are in direct response to identified program improvement needs on the part of schools.

The proposed staff development/school improvement system is designed to overcome these limitations in two ways. First, additional structures are proposed that draw collectively on the resources available to schools in the state, and provide easy access on the part of schools to these resources. Second, it provides for a degree of closer coordination between the schools, the education service districts, the Oregon Department of Education, and the institutions of higher education. These are the major participants in the proposed staff development/school improvement support system, and at present there is little articulation among them.

What is being proposed is a "loosely coupled" support system that makes optimum use of the limited resources available to any of the four participants. By pooling the resources that are available, by coordinating their use, and by developing structures that permit schools to gain access to them, it is believed that schools will be better served by support agencies than they are now.

The components of the support system emerging in Oregon seem to fall out in these patterns.

Support Needs	Approach
• Of the individual teacher and administrator	• Local SUPPORT TEAMS of colleagues, teacher educators and supervisors
• Of the school	• Regional SUPPORT CLUSTERS of districts, ESDs, teacher education institution(s), others
• Of the support cluster	• Local, regional or statewide RESOURCE NETWORKS for communication and problem-solving around common concerns or interests
	• Statewide TECHNICAL ASSISTANCE CENTERS that provide expertise for any or all of the above to draw upon as needed

Roles and Responsibilities of Participating Institutions

As a means of clarifying how the proposed support system might operate, the following pages list possible roles and responsibilities of participating institutions. These still need to be refined and agreed to in their final form.

Local School Districts

1. Identify school improvement/staff development needs.

2. Establish priorities for improvement efforts.

3. Prepare program improvement plans:

   - determine the improvement(s) needed,
   - determine how needed improvements are to be made,
   - select resources and establish procedures for carrying out the needed improvements,
   - prepare appropriate staff development plans.

4. Implement the improvement effort, including needed staff training.

5. Carry out the evaluations and maintain the records needed to determine

   - costs associated with the improvement effort,
   - benefits associated with the improvement effort,
   - whether the added benefits warrant the added cost.

6. Report results of the improvement effort, and plan next steps as needed.

Education Service Districts

1. Keep districts abreast of state and federal requirements that could influence staff development/school improvement needs.

2. Collate staff development/school improvement needs from districts served.

3. Identify staff development/school improvement needs common to two or more districts.

4. Contact districts who have common staff development/school improvement needs about participating in cooperative improvement programs (Regional Support Clusters).

5. Inform districts of staff development/school improvement assistance available through their support clusters, through professional associations, through Technical Assistance Centers, or through the Oregon Department of Education.

6. Upon request, assist districts establish needed staff development/school improvement programs. Work with Technical Assistance Centers and institutions of higher education in establishing these programs whenever appropriate.

7. Keep participants in the regional support cluster and the Department of Education informed about the staff development/school improvement needs of local districts, and the costs and benefits associated with particular staff development/school improvement programs.

Oregon Department of Education

A. Programs

1. Identify emerging trends and problems with respect to public education.

2. Assist in establishing priorities for staff development and/or program improvement at the local, regional, and state levels.

3. Work with Technical Assistance Centers in providing program development assistance to local, regional, and state agencies.

4. Work with Technical Assistance Centers in providing research and development information that pertains to effective schools.

5. Work with Technical Assistance Centers in developing and publishing curriculum guides, teacher handbooks, and other program-related materials.

6. Work with Technical Assistance Centers to facilitate the development, evaluation, and description of model or demonstration programs, and make this information available to interested groups.

7. Assist local districts and education service districts understand and comply with new laws and regulations.

8. Coordinate, and make available to networks the resources and expertise available through the Oregon Department of Education.

9. Provide systematic review and adoption of textbooks utilized in elementary and secondary education in Oregon.

B. Policy and Program Development

1. Facilitate the development of materials and initiate procedures that inform local and education service district personnel about Oregon's profession-wide support system for schools and school personnel, and how access can be gained to the resources available through it.

2. Facilitate/arrange training opportunities for district, ESD, and higher education personnel on establishing and operating regional support clusters.

3. Facilitate/arrange training opportunities for local and education service district personnel, and representatives from institutions of higher education, to establish and operate regional support clusters.

4. Coordinate the identification of needs and priorities within the state for staff development/school improvement efforts.

5. Work with the Joint Board's Committee on Teacher Education and the Oregon Council for Continued Professional Development to establish programs that demonstrate the operation of the profession-wide support system for schools and school personnel, both regionally and locally, and establish procedures whereby evidence of costs and benefits associated with these programs are collected systematically.

Institutions of Higher Education

1. Work with local districts and ESDs to design and maintain effective teacher preparation programs, including programs leading to advanced certification.

2. Work with local districts and ESDs to establish regional support clusters for school improvement.

3. Upon request, assist local school or service districts establish and operate staff development/school improvement programs.

4. Work with the Department of Education in identifying emerging trends and problems with respect to public education.

5. Work with the Department of Education and Technical Assistance Centers in keeping abreast of research and development information that pertains to effective schools.

Roles and Responsibilities Within the Emerging Support System for School Based Staff Development

Regional Support Clusters

1. Provide assistance to schools and districts, and access to resources that are available through one or more participating institutions/agencies.

2. Pool resources/expertise available through participating institutions and agencies, when needed to provide services called for by the local districts served.

3. Assist institutions of higher education in the design and operation of preservice teacher preparation programs.

4. Assist institutions of higher education in the design and operation of advanced certification programs for all school personnel.

5. Assist the Board of Education and the Board of Higher Education in carrying out research, development, evaluation, demonstration, and dissemination activities that pertain to schooling or the preparation of school personnel.

Technical Assistance Centers

1. Serve as a repository of knowledge, materials, procedures, and all "technology" that pertains to a designated area of expertise.

2. Keep the Department of Education, institutions of higher education, and education service districts fully informed about these resources for school improvement, and how they can be obtained from the Technical Assistance Center for those who wish to gain access to them or learn more about them.

3. Respond to inquiries from any institution, agency, association or individual about these resources.

4. Make these resources available to any district, ESD, institution of higher education or regional support cluster that wants them, including the orientation of administrators and the training of staff in their use.

Resource Networks

1. A network of Regional Support Clusters to problem solve with respect to:

   a. the role and interchange of regional cooperatives with the many established institutions and agencies serving schools and school personnel;

   b. issues that emerge around the organization and operation of regional cooperatives; and

   c. long-range planning with respect to staff development/school improvement efforts, and the role of regional cooperatives within these efforts.

2. A network of Technical Assistance Centers to deal with these same areas.

3. Other formally or informally established associations that enhance communication and resource sharing around the improvement of schools.

4. A statewide "Electronic Bulletin Board" to facilitate the work of all of the above, as well as to disseminate information generally, that connects all educational institutions and agencies within the state--including all local school and service districts.

CURRENT STATUS

In his remarks to the seminar participants, Dr. Don Egge of the Oregon Department of Education pointed out that the proposed structure of a support system for staff development and school improvement is only in its beginning stages and needs the thoughtful consideration of the group.

He also stressed that any system of support must have four characteristics. The system must:

- Recognize the need for local independence, and must be designed to build the capacity of the local school;
- Focus on school based needs;
- Recognize that all agencies in the educational enterprise have something to offer and have a dependency on each other;
- Be fluid, flexible, and self-renewing.

The schema on page 55 presents the major elements of the proposed support system. In his explanation of the system, Dr. Egge made the following clarifications:

I The local school has technical, psycho-social, fiscal, and material needs. There are two general categories of resources to help meet these needs: organizations (as listed on the left) and technical support (as listed on the right).

These two categories of resources could be marshaled into three types of support systems.

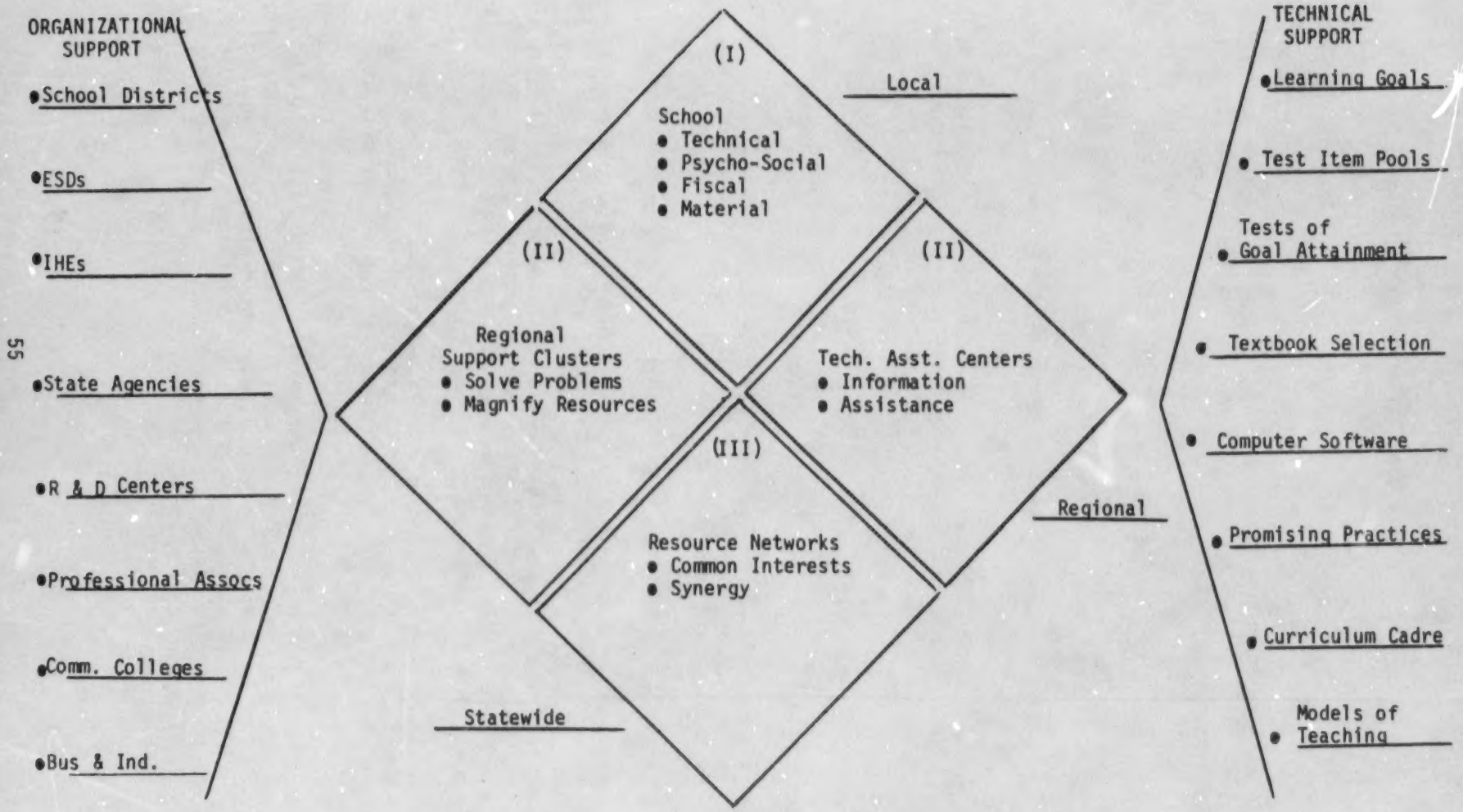
II Regional Support Clusters are groups of agencies that come together to work on common problems and share resources. As they most commonly exist now, they center around an ESD or groups of ESDs and involve school districts and postsecondary institutions. Support clusters tend to stress support in psycho-social, fiscal, and material areas.

III Technical Assistance Centers, as the name implies, prepare products needed to bring about school and program improvements, i.e., test items, curriculum materials, computer programs, training packages and systems, etc., and provide assistance in staff training or other technical services needed for districts to effectively implement the products developed.

IV Resource Networks serve as communication systems among those who share a common effort or concern. They are characterized by their relative lack of formal structure.

The reactions of the participants to the three statements regarding a statewide support system for staff development are summarized on the following pages.

ORGANIZING SUPPORT FOR SCHOOL IMPROVEMENT/STAFF DEVELOPMENT



REACTIONS OF SEMINAR PARTICIPANTS

Tally of Reactions	
Strongly Agree	28
Agree	10
No Strong Feeling	1
Disagree	1
Strongly Disagree	0
No Response	10

STATEWIDE SUPPORT SYSTEM

REGIONAL SUPPORT CLUSTERS

1. Support Clusters of Districts, ESDs and Postsecondary Institutions Should Be Established to Support School District Staff Development Programs.

   A support cluster uses the resources of the region and the state to address local and regional needs.

   Support clusters might cover an ESD or several ESD regions. Activities might include communicating and sharing in identifying needs and problems, funding solutions and sharing resources.

Summary of Reactions

The reactions can be grouped into three areas:

- The structure of regional support clusters
- The support needs of clusters
- Cautions and concerns

The Structure of Regional Support Clusters

Seminar participants left little doubt regarding their agreement that support clusters must be systems that grow out of existing ones. The formation of clusters should be encouraged, not mandated, and should be designed to meet specific needs. They well might be ad hoc, temporary systems, at least in the sense that membership might change as needs differ. No one model is likely to work throughout the state and it would be a mistake to get locked into promotion of a single, formal model.

Ways need to be found to ensure continuity, accountability, and the evaluation of results, particularly if the cluster design is a fluid and flexible one. It is likely that structure, governance and support are more important issues than the theoretical base.

Support clusters need to reach agreement on the principles and assumptions that will guide their efforts, and as well, reach agreement on issues of governance and operation. It is likely that a part time coordinator will be needed and release time arrangements for participants in governance and support activities will need to be made. The involvement of teachers in decisions about staff development and their participation in its delivery are of particular importance.

The Support Needs of Regional Clusters

Those participating in the operation of support clusters will need to develop problem-solving and collaboration skills. Postsecondary people will need exposure to issues of implementation. Their involvement will need to be legitimized and a reward system will need to be considered.

It will be desirable to develop guidelines for and descriptions of ways in which these clusters might be operated. Ways need to be found for currently operating clusters to share their experiences. It might be desirable to support demonstration and pilot projects.

Support clusters will need access to a centralized source of information and research findings. They will need assistance in program evaluation and student assessment instruments and procedures. The literature on networking and collaborative arrangements needs to be summarized and made available.

Concerns and Cautions

- Do we know enough about school improvement to know what we are supporting?
- ESDs were set up to do this sort of thing. What has prevented them from doing so? We need to understand this before we proceed.
- What must be given up to achieve these ends?
- Can we afford the "gradualism" of implementation that's implied?
- Is the cluster concept at cross purposes with school based staff development?
- Postsecondary institutions are not ready to support this type of activity. An OSSHE reward system is needed.
- The general capacity of ESDs and LEAs needs to be increased before support clusters can function well.
- Issues of governance, money, time, and skills are important to the success of support clusters.
- Funding may need to be state mandated.
- Emphasis must be on school improvement.
- Remember to involve noneducation agencies.
- Build bottom-up. Teacher involvement is crucial.
- Remember the unique needs of small schools.
- Where do private consultants fit in?

STATEWIDE SUPPORT SYSTEM

TECHNICAL ASSISTANCE CENTERS

Tally of Reactions	
Strongly Agree	18
Agree	7
No Strong Feeling	5
Disagree	3
Strongly Disagree	3
No Response	12

2. Technical Assistance Centers Would Provide Information and Assistance for Local and Regional Improvement Efforts.

State and federal funds might be provided to special centers designated as state centers to provide special services channeled through regional centers.

Such centers might be located at ESDs, community colleges, IHEs, etc.

They could have single or multiple purpose assignments, e.g., development of test items, software, etc.

Summary of Reactions

The reactions indicated that there was lack of clarity about the proposed design and purpose of a technical assistance center. The reactions can be grouped into two categories:

- Those who supported the concept but who also had some qualifications.
- Those who did not feel that centers are feasible or who proposed alternatives.

Support With Qualifications

The clearest message from the individual and group reactions was that whatever technical assistance centers might look like, or do, they should not be an addition to the system. As one person stated, "They must not become a self-serving, job-retraining bureaucracy." Several commented that the process needs to be institutionalized, not the organization, and that the right people are more important than the place.

There were several suggestions that the technical assistance centers should be located in schools, perhaps in partnership with postsecondary institutions and/or ESDs. The following criteria for such centers were offered:

- Demonstrate by systematic observation and collection of data, the benefits of some approach(s) when everything is done right.
- Serve as a model to show others how to get same results.
- Be research based.

- Extend knowledge; build better models.
- Focus on curriculum and instruction.
- Be more aware of and deliberate about course content.
- Be cognizant of school norms that support effective teaching.
- Stress areas of assessment to help schools carry out impact on school improvement.
- Stress the use of technology.
- Be willing and able to make products known to others.
- Be willing and able to respond to inquiries for information and assistance.

Doubt Feasibility--Alternatives

Those who doubted the feasibility of the concept suggested that the Department of Education would be supporting a series of mini NWRELs. They questioned whether there was a need to duplicate the efforts of labs and centers. Several suggested that the idea isn't feasible from a cost, technical, or political perspective.

One person suggested that short term contractual agreements might be a better solution. Another suggested that such centers should be limited to content R and D.

Other questions raised were:

- What would be the linkage between technical assistance centers and support clusters?
- Shouldn't the term be changed to developmental center?

Finally, it was suggested that the notion of technical assistance centers appears to be in conflict with collaboration efforts.

STATEWIDE SUPPORT SYSTEM

RESOURCE NETWORKS

Tally of Reactions	
Strongly Agree	19
Agree	12
No Strong Feeling	1
Disagree	1
Strongly Disagree	1
No Response	15

3. A Network of Agencies, Organizations, Support Clusters, etc., Might be Formed to Improve Communication and Sharing Among the Members of the Network.

Numerous networks exist or are emerging. They should be encouraged to develop. Perhaps the identification of common needs and interests will promote sharing of limited resources.

Networks should begin with a simple, informal structure and should be problem centered.

Summary of Reactions

The reactions indicated support for relatively informal, unstructured, and naturally emerging networks. There was particularly strong support for implementation of a statewide computerized bulletin board system. One person suggested that this would permit a quantitative jump in networking capability unlike anything we've seen since the advent of the telephone system. The electronic bulletin board system would be a response to those who stressed that the ODE would have a responsibility to ensure communication among clusters and networks.

There was concern expressed, on the other hand, as to how to bring some degree of order, continuity, and communication to an informal networking system. These questions were raised:

- How does a network get the dollars needed to function and last?
- Who manages a network?
- How is continuity assured?
- How does one "bottle the revolution" when a grass roots development shows promise? Are attempts to do so likely to kill or trivialize the effort?

Again, the point was raised about the participation of teachers. Given the highly structured life of a teacher, when is there time for them to participate in a way equal to others? One writer pointed out how unquenchable is the enthusiasm of a good teacher when she or he thinks there is a ghost of a chance for something good to come about. All efforts need this type of support.

It was also pointed out that we should look at paradigms from other fields. This could be instructive to decisions about the promotion and support of networks.

The Staff Development Seminar was seen as a networking activity and it was suggested that the group should be called together again (in a year's time perhaps) to examine what has happened and what should be done without Mellon grant funds.

Other suggestions were:

- There is a need for specific demonstration projects.
- There is a need for a statewide conference exhibiting both existing collaborative efforts and collaborative efforts that could/should be.
- There is a need for collaborative efforts that are both geographically and program driven.
- The state should take a leadership role, but not to the extent that there is a loss of ownership by local entities. The state's role should be to publicize and facilitate.
- There is a need to have all parameters (state standards, etc.) made more flexible and broader to allow careful experimentation.
- There is a need for both descriptive and experimental research (what is and what could be).
- School improvement and staff development plans should be collected from LEAs. These should be summarized for distibution by the Oregon Department of Education's proposed electronic mail system.

PART IV

A PLAN FOR ACTION

Background Information
- A Plan for Action: Remarks by Ray Talbert
- Current Status

Reactions of Seminar Participants

A PLAN FOR ACTION

The application to the Andrew Mellon Foundation proposed a series of activities designed to increase collaboration between elementary/secondary and postsecondary institutions in the area of staff development.

The point was made that there was a strong foundation of collaborative work on which to build. The resources from the grant would enable Oregon to move from statements on paper to implementation; from agreement among some to agreement among many; and from involvement of some institutions and agencies to cooperative ventures in all regions of the state.

In his remarks to the participants, Ray Talbert, the project coordinator from the Department of Education, described the plan for action that was included in the proposal. He stressed that the reaction of the participants was of particular importance.

He pointed out that an initial activity being proposed was for the seminar participants to organize regional conferences similar to this one. The purposes would be to acquaint a larger group with similar information about staff development and to promote the formation of regional support clusters. To serve these purposes, these Proceedings would be distributed to those participating in the regional conferences.

A second activity would be to use grant funds to support start-up and expansion costs of resource networks and technical assistance centers.

The third major activity proposed was to work through the CPD Council to establish the agreements, commitments and policies needed to bring about continuing collaboration between elementary/secondary and postsecondary institutions.

The reaction statements presented to the participants included descriptions of these proposed activities. Participant reactions and recommendations begin on page 65.

CURRENT STATUS

Participant reaction to the proposed series of regional conferences was one of agreement about the need to carry out regional activities, but not in the way proposed.

They recommended that regions should be encouraged to determine their own next steps, and the project should establish criteria for the use of grant funds and be prepared to assist regional activities that meet these criteria.

Subsequent to the seminar, the CPD Council expressed support for these recommendations, and the following criteria have been established:

1. The activity must be a collaborative effort between elementary/secondary and postsecondary institutions.

2. The activity must adhere to and support good staff development practice that is anchored in program and school improvement.

3. The intent of the activity must be the formation of a long-range, ongoing support system for local districts in the region served by the support cluster.

The Council also believes that the leadership of ESDs in establishing regional support clusters is important, and strongly encourages ESD participation.

REACTIONS OF SEMINAR PARTICIPANTS

A PLAN FOR ACTION

REGIONAL CONFERENCES

Tally of Reactions	
Strongly Agree	13
Agree	14
No Strong Feeling	4
Disagree	1
Strongly Disagree	0
No Response	11

1. Conduct Five Regional Drive-In Conferences in late August.

Key issues addressed at the Staff Development Seminar will be presented and discussed. The invited participants will receive (prior to the conference) the Proceedings of the seminar.

The format would be similar; The Plan for Action would be emphasized, particularly the formation of regional support clusters.

The conference would be conducted by IHE/ESD personnel with support from Oregon Department of Education staff and Mellon grant monies.

Summary of Reactions

Most broadly supported reactions:

- The format, purpose and timing of the regional conferences should be decided by regional planning groups with guidelines, general directions and support from the Oregon Department of Education and the CPD Council.
- People who attended the Staff Development Seminar should play a lead role in planning for the regional conferences.
- Participants at the regional conferences should include those who can deliver the resources: superintendents, postsecondary administrators and faculty, school board members, noneducation representatives.
- Teacher representation is an important consideration.
- The goals and tasks should be set ahead of time and sent to all participants.
- The regional conferences should be action-oriented.
- Representatives of operational clusters and networks should be available as a resource for the regional conferences.

The following purposes and formats for the regional conferences were mentioned and are reported here to provide suggestions for alternatives.

- "Teams" should apply to attend, and the conference should be used as a work session focusing on (e.g.):
    - New teaching/coaching strategies
    - What can ESDs do?
    - Subject area coalitions
    - Working together across distances
- Build the regional conferences around experiences of existing clusters; bring in people from these clusters, networks.
- Focus on concrete proposals, e.g., research, proven practice.
- Limit the purpose to school based staff development or the formation of a support system.

A PLAN FOR ACTION

REGIONAL SUPPORT CLUSTERS

Tally of Reactions	
Strongly Agree	13
Agree	13
No Strong Feeling	4
Disagree	0
Strongly Disagree	1
No Response	12

2. Support Start-Up Costs of Regional Support Clusters.

It is intended that the regional conferences that follow the Staff Development Seminar will foster interest in the formation of regional support clusters. The Department of Education would solicit proposals for start-up costs for plans that are consistent with a support cluster design based on the findings of the current pilot projects, recommendations from the seminar and those that have been accepted by the CPD Council.

Proposals would be solicited at the August follow-up conferences, with funding immediately available for those plans meeting the funding criteria.

Summary of Reactions

Most broadly supported reactions:

- The support of regional efforts should be a high priority.
- Support planning and organization, not implementation or demonstration.
- Consider support for regional clusters already established to keep them "out-front," testing alternative approaches.
- Establish clearly stated funding criteria. Definitions of regions and clusters are important.

Additional reactions:

- Give priority to regional support clusters not currently funded.
- Fund as much as possible, even the most modest first steps.
- Inter-district collaboration is as important as elementary/secondary and postsecondary collaboration.
- Time is needed after the regional conferences to prepare funding applications.
- Regional support clusters need stable leadership. Funds and time need to be provided.

A PLAN FOR ACTION

RESOURCE NETWORKS

Tally of Reactions	
Strongly Agree	13
Agree	14
No Strong Feeling	4
Disagree	3
Strongly Disagree	0
No Response	11

3. Support Start-Up and Expansion of Statewide Resource Networks.

The intent here is to provide modest sums of Mellon grant funds to support the formation and expansion of statewide networks that model the principles of effective staff development and collaboration between elementary/secondary and postsecondary education.

The Center for Advanced Technology in Education (CATE) and the Staff Development Network were identified in the Mellon grant proposal.

Summary of Reactions

Most broadly supported reactions:

- Provide funds to promote the concept, not network operations.
- Thoroughly explore and share the technology of statewide and national networking. Become affiliated with the National Staff Development Council.

Additional reactions:

- Expand beyond the networks named in the statement.
- Emphasize local and regional support, not statewide support.
- Provide assistance for the Staff Development Summer Institute at the University of Oregon.
- Provide a sound, working definition of a "network."
- Involve ESD people in the formation and operation of networks.

A PLAN FOR ACTION

CONVENE DECISION-MAKERS

Tally of Reactions	
Strongly Agree	20
Agree	10
No Strong Feeling	2
Disagree	1
Strongly Disagree	0
No Response	10

4. Bring Decision-Makers Together, when Appropriate, to Establish Needed Agreements, Commitments and Policies.

The development, implementation and maintenance of a staff development support system and the continuing collaboration between elementary/secondary and postsecondary education will require changes in procedures, policies, etc. It will be important to actively involve those who directly influence the allocation of resources and the development and implementation of policy.

Summary of Reactions

Most broadly supported reactions:

- Consider how best to involve school boards.
- Although important, it will be difficult to accomplish this until the need is established.
- Have working objectives clearly stated before such meetings are held.
- Broadly define decision makers.

Additional reactions:

- This might best be done regionally.
- Form contractual agreements with agencies to carry out functions.
- Use groups that already plan to meet (ESDs, COSA, OSBA, etc.).
- It is hard to get top people together; we may need to start "lower."
- It takes more than administrators to implement policy. Remember the ground-up approach.
- Ways must be found to involve teachers.
- Don't underestimate the level of ignorance.

A PLAN FOR ACTION

COLLABORATION

Tally of Reactions *
Strongly Agree
Agree
No Strong Feeling
Disagree
Strongly Disagree
No Response

5. Promoting Collaboration Between Elementary/Secondary and Postsecondary Education.

Are there special activities that should be considered to further promote commitment to collaboration? Who, in particular, should be involved?

Summary of Reactions

Most broadly supported reactions:

- Involve, early on, those who control turf, institutions, salaries, rewards, incentives.
- It is important to work through existing cooperative arrangements, e.g., CPD Council --- Joint Board's Committee for Teacher Education --- State Boards --- Governor/Legislature.
- We must get to state boards and the legislature--higher education faculty must have collaboration as part of their job description and get paid for it.

Remember to involve:

- Those who control resources and the direction of programs.
- Private colleges and the business community.
- Interest groups, e.g., COSA, OSBA.
- Community colleges.
- Teachers and teacher educators.
- Consortiums for each teacher education program now mandated by TSPC.
- Already existing SD agencies, e.g., SORD, PDK, local associations.
- Continuing Education Division at each college/university.

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* The rating scale was not readily applicable to the statement. The remarks left little doubt that there was broadly held agreement on the need for and value of collaboration.

Possible Activities:

- Bring together (from all levels) special interest groups, e.g., special education, computer instruction, counselors, science/math instructors.
- Collaboration should occur regionally; no statewide approach is feasible.
- Local districts could establish a collaborative effort with post-secondary people in a special interest area.
- Involve postsecondary people more broadly in local district staff development programs.
- Encourage formation of teacher centers which include ESD and post-secondary people.
- Recognize and reward collaborative efforts.
- Establish Education Extension Agent plan (EEA)
    - o Use (for example) Chapter 2 funds to establish EEA program in regions--about 10 ESDs.
    - o EEA would promote school improvement/staff development activities.
    - o Purchase time of postsecondary people to work with schools.
- Develop a resource bank of staff development talent.
- Establish a coordinated calendar of SD activities for a region.

Miscellaneous Comments:

- It is important to think through the issues of governance.
- It is difficult for postsecondary institutions to collaborate because of lack of funds.
- Collaboration needs to become a legitimate postsecondary activity.
- Strengthening the staff development OAR would give support to collaborative efforts.

EPILOGUE

EPILOGUE

A review of the individual and group reaction forms for all four study areas, as well as the issues raised during small group discussions, left little doubt about the participants' agreement that staff development should be anchored to school and program improvement efforts; that regional support must be developed to support school improvement and staff development programs; and that this support will require collaboration between elementary/secondary and post-secondary institutions. In this section we have summarized the participants' statements that led us to identify these as areas of general agreement. We also have added some thoughts that, we feel, put these agreements into a broader perspective, particularly those about staff development anchored to school improvement.

Although ad-hoc, person-centered staff development has value, there can be no assurance that needed improvements in a school or program will accrue. Anchoring staff development to school and program improvement would ensure focus on the needs of the school or program, and would likely make a favorable impact on norms of collegiality. It would also reduce the degree of teacher isolation so prevalent in schools. This is essential, participants said, if school improvement efforts are to be successful.

At issue, we suggest, is the proposition that school or program improvement requires strengthening the alignment of expected outcomes, strategies used for improvement, and assessment procedures, that is, the kind of tightly coupled model of schooling called for in Oregon's Standards for Elementary and Secondary Schools.

The implications here are both extensive and substantive, and were the topic of a conference sponsored by the Valley Education Consortium and the Oregon Department of Education in March 1981.

This conference was designed to analyze the adequacy of the Standards as a model of schooling and school improvement efforts, particularly as seen from the perspective of current literature on school organization and the management of change.

The Proceedings(4) of the conference provide an in-depth review of current perspectives on school organization and the implications of these perspectives for the implementation of the rational-technical approach to schooling called for in the Standards.

We are emphasizing the Standards and the 1981 conference because anchoring staff development to school improvement needs to be viewed, in Oregon, in the context of these Standards. In the 1981 Proceedings, Glen Fielding describes the nature of schooling the Standards call for:

> The Standards suggest an image of school districts as unitary organizations seeking to maximize student learning on the basis of accurate information and a reliable technology. Underlying the Standards is the assumption that schools can and should be rational and accountable enterprises. They should be devoted to the production of learning and evaluated in terms of learning gains secured.

When shortfalls in learning occur, formal problem solving procedures are to be instituted to assure improved performance.

The Standards-based school district is one where coordination across levels and spheres of schooling is high. Programs are developed on a K-12 basis, and standards for student performance are agreed to and made explicit at each grade level. Assessment devices that are sensitive to the goals of the district's programs are used systematically, and assessment results are reported to all relevant parties. Students, teachers, administrators, parents and members of the community at large are linked by a common understanding of the goals of instructional programs and by a common respect for information on goal attainment.

When this description is compared to the one we have extracted from a study done by Tye and Tye (1984)(5), the implications for anchoring staff development in school or program improvement efforts are apparent.

Evidently the situation in most U.S. schools today remains much as Everett Rogers described it 20 years ago: change occurs slowly, as a result of the haphazard involvement of individuals in a variety of programs. Our study has demonstrated once again that knowledge flows to our schools unevenly, without focus or plan.

We found that most teachers worked alone in self-contained classrooms and had little or no opportunity to observe other teachers at work. They seemed to know little about their colleagues' relationships with students, their job competence, or their educational beliefs.

They were rather indifferent about the quality of the intrastaff relationships in their schools; they did not believe that they had received much genuine help from fellow teachers; they had little desire to seek help from district resource personnel; moreover, most did not believe that their colleagues were dealing with schoolwide problems.

We asked these teachers how much control they have over decisions that involve their planning and teaching. The answer of an overwhelming majority was "a lot of" -- or even "complete" -- control, and they like it that way. They also choose their own inservice training or advanced college coursework.

Beyond the classroom, however, these teachers seemed to feel relatively powerless. (Interestingly, the principals in our sample believed that their teachers have more voice in school policy making than the teachers themselves think they have.)

Certainly, any given school would fall somewhere between these two descriptions; however, the message we infer from the comments of the participants is that most schools presently fit the Tye and Tye description more closely. To move toward the more tightly coupled organization that is called for in the Standards will require staff development that addresses basic organizational issues as well as staff development to correct or improve day to day practice.

Argyris and Schon[6] describe a continuum of organizational learning that proceeds from the ability to detect and correct errors so as to be able to carry on present policies and procedures and reach present objectives (single-loop learning), to developing the ability to correct the error in ways that involve the modification of an organization's underlying norms, policies, and objectives (double-loop learning).

In single-loop learning, the criterion for success is effectiveness within the context of the existing norms, policies, procedures, and objectives. The criterion for success in double-loop learning is a self-renewing organization that has the ability to engage in a joint inquiry into norms and policies and objectives so as to resolve inconsistencies and make new norms possible.

The 1981 Conference Proceedings suggested that Oregon's Standards call for schools to function as centers of inquiry. To do so effectively, schools need to move beyond single-loop learning toward the capacity to examine and restructure the shape of schooling in ways that will ensure progress toward continuing excellence.

The issues presented at the Staff Development Seminar did not direct the participants' attention to the Standards nor to the specific content of staff development. We have introduced these thoughts because it is our sense that the reactions of the participants indicated that school based staff development programs, anchored to school and program improvement, will need to address the capacity of the school to become a self-renewing center of inquiry.

Participants agreed that it will be necessary to develop regional support for the type of staff development described above. The diversity of needs and geographic and population considerations make this essential. Education service districts and postsecondary institutions were most often mentioned as the agencies that could best serve to organize regional support services. There was a clearly stated message that a new layer of organization was not feasible or wanted. There was also agreement that no one approach would likely serve all areas of the state; each regional effort should be encouraged to formulate a support system that takes full advantage of the resources available and that best meets the needs of that area.

Participants also agreed that the formation of regional support clusters will require collaboration between postsecondary and elementary/secondary institutions, but they also recognized how difficult this might be. Changes in attitudes, job definition, and rewards and incentives need to be brought about before extensive and continuing collaboration between the schools and institutions of higher education can occur.

Collaboration between schools and teacher education faculty was strongly supported as was collaboration between those in schools and colleges who teach the same discipline.

Collaboration of those who share a common academic interest is being promoted nationally by Academic Alliance, School/College Faculty Collaboratives. This project, based on the county medical and bar association model, started in the humanities and is being extended to other disciplines. We have called attention to the Alliance to point out that this is a type of staff development activity that could be classified under the colleague exchange section of the staff development support system shown on page 27.

The results of the Seminar exceeded our expectations. We appreciate the willingness of a knowledgeable and creative group to follow a pre-set design, and to work so diligently to ensure that the seminar achieved its purposes.

There will be three major thrusts during the remaining twelve months of the staff development project. One will be to support regional activities designed to promote and establish collaborative efforts to support staff development. The second will be to establish specifications for technical assistance centers and resource networks. The third will be to work with those who are in a position to influence the development of policies, resources, and procedures necessary to establish continuing collaboration between elementary/secondary and postsecondary institutions.

A culminating activity of the project will be (as was suggested by many participants) to bring this group together again to assess the results of the project and to lay out a strategy to ensure the continuation of the collaborative activities now begun.

APPENDICES

A. Seminar Participants
B. Seminar Agenda
C. Participant Reaction Form
D. Assumptions About the Continued Professional Development of School Personnel
E. References

APPENDIX A

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APPENDIX B

COLLINS CENTER STAFF DEVELOPMENT SEMINAR
APRIL 10-11, 1984

AGENDA

TUESDAY, APRIL 10

2:00-3:00	REGISTRATION	(LOBBY)
3:00-4:15	PRESENTATIONS: INTRODUCTIONS AND OPENING REMARKS STAFF DEVELOPMENT AND SCHOOL IMPROVEMENT GUIDING PRINCIPLES FOR STAFF DEVELOPMENT THE SEMINAR DESIGN FOR DISCUSSIONS AND REACTIONS THINGS YOU NEED TO KNOW ABOUT THE SEMINAR	(MAIN FLOOR) RAY TALBERT BRUCE JOYCE BEVERLY SHOWERS JOE PASCARELLI SUSAN SMOYER
4:30-5:45	GROUP DISCUSSIONS: GUIDING PRINCIPLES FOR STAFF DEVELOPMENT	*
6:15	DINNER	
7:00-7:30	COMPLETION OF INDIVIDUAL REACTION FORMS: GUIDING PRINCIPLES FOR STAFF DEVELOPMENT	
7:30-8:00	PRESENTATION: SCHOOL BASED STAFF DEVELOPMENT	DEL SCHALOCK
8:15-9:15	GROUP DISCUSSIONS: SCHOOL BASED STAFF DEVELOPMENT	*
9:15	SOCIAL HOUR	(LOWER LEVEL)

WEDNESDAY, APRIL 11

7:30- 8:15	BREAKFAST	
8:15- 8:25	SUMMARY REPORTS	GROUP FACILITATORS (MAIN FLOOR)
8:30- 9:00	COMPLETION OF INDIVIDUAL REACTION FORMS SCHOOL BASED DEVELOPMENT	
9:00- 9:45	PRESENTATION: ELEMENTS OF A STATEWIDE SUPPORT SYSTEM	DON EGGE (LOWER LEVEL)
10:00-11:15	DISCUSSION GROUPS: ELEMENTS OF A STATEWIDE SUPPORT SYSTEM	*
11:15-12.00	COMPLETION OF INDIVIDUAL REACTIONS FORMS: ELEMENTS OF A STATEWIDE SUPPORT SYSTEM	
12:00- 1:00	LUNCH	
1:00- 1:20	PRESENTATION: A PLAN FOR ACTION	RAY TALBERT (MAIN FLOOR)
1:30- 2:15	GROUP DISCUSSIONS: A PLAN FOR ACTION	*
2:15- 2:40	COMPLETION OF INDIVIDUAL REACTION FORMS: A PLAN FOR ACTION	
2:40- 3:00	REFLECTIONS AND COMMENTS	(MAIN FLOOR)

*SEE GROUP ASSIGNMENT SHEET IN NOTEBOOK FOR LOCATION OF YOUR GROUP MEETING.

APPENDIX C

INSTRUCTIONS FOR REACTION FORMS

Please check: [] Group Report
[] Individual Report

Name: _____

INFORMATION	IMPLICATIONS FOR ROLE GROUPS, INSTITUTIONS AND COLLABORATIVE WORKING RELATIONSHIPS BETWEEN SCHOOLS AND HIGHER EDUCATION	REACTIONS	BE SURE TO CONSIDER:
Instructions for Groups and Individuals: *Listed here are key points from the seminar reading materials.* *This column is left blank on the last page in each set. Groups or individuals may wish to add other information for consideration.* *Additional blank pages are on the seminar supply table.*	*Instructions for Group Discussion and Group Report*: *Allow the group "10 minutes" to reflect. Document (here or on chartpak) points that are raised, particularly those that appear to have group support.* *Instructions for Individual Reports*: *Your statements here will help clarify and support your "Be Sure to Consider" suggestions.*	Reactions to information: Circle one SA A NSF D SD Comments on information and/or implications: *Instructions for Individual Reports:* *First, please rate your reaction to the information given (strongly agree, agree, no strong feeling, disagree, strongly disagree).* *Also, add comments to further clarify your rating. You may also have reactions to implications raised by group discussion.*	*Instructions for Group Reports*: *For use only if the group wishes to make a group statement or strongly urge a certain line of action or point of view. We are not necessarily seeking group decisions, but welcome them, nonetheless.* *Instructions for Individual Reports*: *We are seeking individual reactions and suggestions. The reports will be compiled and reported and will help determine future work of the Department and the CPD Council.*

General Comments: It is not anticipated that groups or individuals will have time or will want to react to all the information provided. We do hope that each of you will respond to the items that you feel most strongly about and about which you are most knowledgeable. You've probably recognized that the seminar procedure is a loosely applied Delphi process: Each of you has ideas and convictions about staff development; you have been supplied information; you will have a chance to hear the reactions and ideas of others and test out your own points-of-view in the discussion and will have a chance to react. We know that we will get important and useful information and we believe that the process will bring us closer to agreement on the issues and actions to be taken.

APPENDIX D

ASSUMPTIONS ABOUT THE CONTINUED PROFESSIONAL DEVELOPMENT OF SCHOOL PERSONNEL

Ten basic assumptions about the continued professional development of school personnel in Oregon were agreed to by a profession wide study group in 1978. These have provided a firm basis for thinking about CPD from that point on.

1. To continue practicing in the profession, certificated personnel should be able to demonstrate their ability to perform the functions expected of them, including the ability to achieve desired learning outcomes with students, and to show they have kept up with recognized developments in their field of specialty.

2. Professional development should be an individualized, continuous, and systematic process whereby all education personnel obtain professional training.

3. Individual professional development plans should be jointly developed and approved by the district and by the professional involved.

4. Professional development activities should be responsive to individual and district needs, as well as to state goals and priorities.

5. Teachers should be represented in planning and implementing professional development activities.

6. Professional development programs should be linked to identified needs of students.

7. A comprehensive professional development program should utilize colleges, education service districts, local districts, professional organizations, experienced teachers, administrators, and other appropriate groups in planning and carrying out the program.

8. The financing of continued professional development activities should reflect the principle of "costs assumed according to interests served."

9. To implement effective continuing professional development programs for school personnel throughout the state some means needs to be found to identify and make available to schools the full range of resources that can be drawn upon for this purpose.

10. To maintain effective continuing professional development programs for school personnel throughout the state some means needs to be found to permit a continuing dialogue among school personnel, teacher educators and citizens of the state about the continued professional development needs of school personnel, and how best to be responsive to these needs.

APPENDIX E

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